Student's Book 12

Kurdistan Regional Government
Council of Ministers
Ministry of Education

حکومەتی هەرێمی کوردستان – عێراق
وەزارەتی پەروەردە - بەڕێوەبەرایەتی گشتی پرۆگرام وچاپەمەنییەکان

MAP OF THE BOOK

1 LESSONS 1&2

TO NEW YORK
Why not contact my cousin?

giving instructions • making suggestions

A LISTEN, DO AND SPEAK Track 2



Azad Qadir is at the American University in Silemani, and he is going to a world youth conference in New York. However, he has not been abroad before, and he wants to talk about the trip with his English teacher, Kate Reilly.

1 Listen to Part 1 for things that Azad has to have. Note a–g in the order that you hear them.



2 Close your book and list all the things that Azad needs to take to the airport. Remember the intonation for listing things.

He needs to take his passport and visa, his … and his ….

3 Listen to Part 2. Listen for six things air travellers do. Say which the picture shows.



4 Match sentence halves 1–6 and a–f. Then listen to Part 2 again to check your work.

1 Check in your luggage and
2 Show your passport and
3 Go through Security to
4 Fill in a landing card
5 Show your passport and
6 Pick up your luggage and

a before your plane lands.
b the Departure Lounge.
c get your boarding pass.
d go through Customs.
e boarding pass at Passport Control.
f hand in the landing card at Immigration in New York.

B FUNCTIONS p10

1 Look.

Giving instructions

***First, you have to check in** your luggage.*

***Then you need to show** your passport.*

***After that, you go** to the Departure Lounge.*

2 Work with a partner. Take turns to read out the instructions from Exercise 4. Add the following.

First, you have to … Then you need to …

Next, … After that, … Following that, …

Finally, …

Activity Book Unit 1 page 2 Activity 1

C LISTEN AND READ Track 3



Ms Reilly gets a 'Skype' call on her computer.

Azad Hello?
Ms Reilly Hello, Azad! How was your journey?
Azad It all went very well, thanks to you. I arrived last night.
Ms Reilly Good. And the conference starts tomorrow, doesn't it?
Azad Yes, and I'm preparing now.
Ms Reilly But you aren't giving your presentation tomorrow, are you?
Azad No, that's on Tuesday. But there's lots of information to read.
Ms Reilly Well, yes, but you don't want to miss the chance to see New York, do you? What about going over to Central Park later on?
Azad Good idea!
Ms Reilly And listen, why not contact my New York cousin Stella? She's a student too, and I'm sure she'd be happy to show you round.
Azad I'd like that, but maybe she won't have time!
Ms Reilly Let me contact her and ask. Then let's talk again later.

* * * * *

Ms Reilly Azad, I've talked to Stella, and she's very happy to meet you later in the week. So why not write down her name and number? Then I suggest you call and arrange a time. Have you got a pen and paper?
Azad Right!
Ms Reilly It's Stella Farrant.
Azad Er … Could you spell that, please?
Ms Reilly S-t-e-double l-a … Farrant. F-a-double r-a-n-t.
Azad I've got it. Stella Farrant.
Ms Reilly And her mobile number is oh-double-six- …

True or False? Correct the statements that are false.

1 Azad used his mobile phone to call Ms Reilly.
2 He was preparing his conference talk.
3 He was worried that Stella would not have time to show him round.
4 Ms Reilly emailed Stella between her two conversations with Azad.
5 Ms Reilly asked Stella to make contact with Azad.

D FUNCTIONS p10

1 Look.

Making suggestions

What about going *over to Central Park?*
Why not contact *my New York cousin?*
Let's talk *again later.*
I suggest you call *and arrange a time.*

2 Work with a partner and make suggestions.

You both want to do something together this coming weekend:

What about (playing computer games)?
Let's (go to the basketball match).
I suggest we (do some work on our project).

Give answers like these:

Agree: *Good. / Great. / Fantastic idea!*
Disagree: *I'm not sure. / Maybe not. / No, I don't think so.*

E SPEAK

Work with a partner. Person A: speak as yourself in New York on the phone to B. Person B: you are an American who is going to visit Kurdistan. Person A: suggest people B could meet.

A Why not visit / What about seeing my friend / cousin / … (Nasreen Mahmood) in (Dohuk)?
B I'd like that. Er … Could you spell that, please?
A Yes, of course, it's N-a-s-r-double e-n. And then it's M …

Activity Book Unit 1 pages 2–3 Activities 2–5

1
LESSONS
3&4

TO NEW YORK
They wanted a better life.

comparatives and superlatives • past simple and past perfect

A READ

Introduction

On a sunny day, New York's skyscrapers shine brightly as you travel into New York from JFK Airport. Then when you finally reach the East River and see Manhattan close up, the drama of this forest of huge buildings hits you hard.

You have now travelled many miles across New York. Although Manhattan is the oldest and most famous part, it is only one of the five boroughs. The one that you have been crossing ever since the airport is Brooklyn. The others are Queens, the Bronx and Staten Island. Together, they form a city of more than eight million people with an enormous mixture of cultures, traditions and human activities of every sort.

History

Four centuries ago, Manhattan – just 13 miles long and less than two miles wide – was an island of woods, fields and streams that was home to native Americans. Then, in 1625, some Dutch people arrived and founded New Amsterdam. Soon after, they 'bought' the island for just $500 of goods. The British took over in 1664 and renamed the village New York. It began growing faster, and by 1830 it was the main centre of trade in the USA, which had been independent of British rule since 1776.



Before 1800, most immigration had been from Britain, but then millions started coming, first from across Europe and then from all over the world. All wanted a better life than before. Many entered America through New York, and many of these stayed. Even today, half the population are either immigrants or children of immigrants. They still help to give the place its great energy.



New York today

New York has experienced bad times as well as good. For example, crime levels in the 1970s were extremely high. However, the city has recovered since then, and it remains a great national and international centre of banking, law, tourism, publishing, fashion, art, theatre and IT. It continues to attract the best and brightest from across America and around the world.

Seeing the city

No visitor sees everything, but you can see a lot from the top of the Empire State Building. With a height of 1,470 feet, it became the tallest building in the world when it opened in 1931, and it has remained a great tourist attraction ever since. On a clear day you can see for 80 miles. Look south-west over the banking district and on across the water to the famous Statue of Liberty. Look north towards Broadway, the theatre district. Look farther north and see Central Park, the great open space that New York saved as the city spread north in the nineteenth century.

1 **Say what sort of book this text comes from.**

a a school geography textbook

b an encyclopedia

c a tourist guidebook

d a school history book

Why might Azad want to read it?

2 **Look at the map of New York. From information in the text note the names of numbers 1–6.**

3 **Say what the text tells you about these dates and numbers.**

five more than eight million
13 miles long $500
1664 1776 half the 1970s
1,470 feet 1931 80 miles

B GRAMMAR p10

1 **Look.**

Comparative and superlative forms

*Manhattan is **the oldest** and (**the**) **most famous part**.*

*All wanted a **better** life **than** before.*

*It began growing **faster**.*

2 **Make statements about your (nearest) town or city. You can use these ideas.**

It's bigger / more interesting than …

It's growing faster / more slowly than …

The population is more / less than …

The oldest / most beautiful place in … is …

Activity Book Unit 1 pages 4–5 Activities 1–3

C SPEAK

Decide who said this – a tourist guide, a native American or a 19th-century immigrant.

At last, we can see the Statue of Liberty, and we're nearly there. If we work hard, we'll be able to build a new and better life for ourselves and our children in America.

D GRAMMAR p11

1 **Look.**

Past simple and perfect tenses

***Four centuries ago,** Manhattan **was** home to native Americans.*

***In 1625,** some Dutch people **arrived**.*

*You **have now travelled** many miles across New York.*

*The city **has experienced** bad times as well as good.*

*It **has remained** an attraction **ever since (1931)**.*

*You **have been crossing** Brooklyn **ever since** the airport.*

***Before 1800,** most immigration **had been** from Britain.*

2 **Make statements about your (nearest) town or city. You can use these ideas.**

(A century) ago, (name) was …

(In the old days,) most of the people there lived / worked / owned / …

(name) has (now) become / changed / grown / …

It has become / changed / grown / … since (the 1980s).

They have been building / developing / changing … ever since … / for the last …

Until (the 20th century), most people had lived / worked / owned / …

E SPEAK

Work with a partner. Ask and answer questions.

Azad says, 'I've never been abroad before.' Talk about places you have been to and when you went there.

A Have you ever been to Kirkuk / Iran / America / …?

B Yes, I have. I've been there once / twice / three times / …

A Really? So when did you (first / last) go there?

B I (first / last) went there a year ago / the year before last / in (year) / …

Or:

B No, I haven't. / No, I've never been there. What about you? Have you ever been there? (etc)

Activity Book Unit 1 page 5 Activity 4

1 LESSONS 5&6

TO NEW YORK
Finding out about people

A LISTEN Track 4

Azad has read his conference notes and also checked his presentation *Building the New Kurdistan*. Before he goes to Central Park, he calls Ms Reilly's cousin, Stella.

Copy Stella's notes from her conversation with her cousin. Listen and complete them.

Name: Azad Qadir
Studying at: the American University in Silemani
Subjects: English ________ Year: ________
Presentation Day: ______ Time: ________
Meet Azad - Day: ________ or ________
Place: The Big Apple Hostel
Phone: ____________________

Note: With two letters the same, we can say, e.g. S-t-e-*double l*-a for Stella. We can do the same with numbers, e.g. *double seven*. And when there are three numbers the same, we can say, e.g. *treble seven*.

B PRONUNCIATION Track 5

Note: It is very important to use the correct word stress. People who use the wrong word stress a lot become very difficult to understand. Even with very long words, the main stress usually comes on the 1st, 2nd or 3rd syllables.

1 Copy the table. Then listen to Part 1. Underline the main stress in these three words from A.

	___ syllable	___ syllable	___ syllable
1	conference	American	Kurdistan
2			
3			
4			
5			

2 Now complete the column headings. Write *1st, 2nd* or *3rd*.

3 Listen to Part 2. Add these further words from A to the correct columns.

afternoon discussion earlier expensive international organizers presentation suggestion together university visiting Wednesday

4 Listen to Parts 1 and 2 again. Check your work and then repeat the words with the correct main stress.

C SPEAK

1 Prepare to role play the conversation between the two cousins. With a partner, think about:

- what Kate asks Stella – what does she want Stella to do?
- what Stella asks Kate – look back at the notes in A to remember what Stella finds out about Azad.

2 Start like this. Try to use some of the words that you practised in B.

Stella Hello?
Kate Hi, there, Stella. It's your cousin Kate.
Stella Oh, hi! Great to hear from you! How's life in Kurdistan?



Kate Fine. And how are things with you?

Stella Everything's going well, thanks.

Kate Listen, Stella. I've just been talking with one of my students. He's in New York for a few days, and I thought maybe you could meet him.

Stella Yes, I could do that. But tell me, what's he doing here in New York?

Kate He's there for a big …

D WRITE

1 Collect information about Azad from different parts of Unit 1 to complete the form in your Activity Book.

Activity Book Unit 1 pages 6–7 Activities 1–2A

2 You are the conference organizer who will introduce Azad before he gives his presentation. Use information from the first part of the form in your Activity Book to complete a short paragraph. Start like this.

Hello, everyone, and thank you for coming to this presentation, which is going to be on Kurdistan in northern Iraq. I'd like you to welcome our speaker, Mr (name). He is (nationality) and he is a student at (university / school) …

Activity Book Unit 1 page 6 Activity 2B

DID YOU KNOW?

United Nations

There are a lot of youth conferences around the world. Some are national and some are international. For example, the United Nations has organized several large youth conferences that talk about the same topics that national leaders discuss at their main conferences. These youth conferences then agree statements that they present to the leaders of the world for them to consider carefully.

E UNIT TASK

1 You are also going to the world youth conference in New York. Complete the personal details on the second conference form in your Activity Book.

2 Make up your own presentation details and add these to the form.

3 Choose from the following hostels and add the address and phone number to the form.

(You want a place that seems pleasant, offers single rooms as cheaply as possible and is as close as possible to the conference centre at East 46th Street, near Grand Central train station.)

Central Park Hostel

19 W 103rd St, Tel 212/678-0491

West of Central Park. Prices include sheets and blankets. Clean bathrooms. Shared rooms for 4, 6, 8 or 10 people $29–95, private rooms $109–149.

GERSHWIN

7 E 27th St, Tel 212/545-8000

Popular with young travellers, this hostel is a 30-minute walk south from Grand Central. Shared rooms for 2, 6 and 10 people $40, private rooms $79.

Vanderbilt YMCA 224 E 47th St, Tel 212/756-9600

Smaller and quieter than most hostels and a five-minute walk from Grand Central. Cheap restaurant, swimming pool and gym. Single rooms $69, doubles $90.

Activity Book Unit 1 page 7 Activity 3A

4 Take the part of the conference organizer who will introduce you before you give your presentation. Use information from the first part of your form in your Activity Book to write a short paragraph.

Activity Book Unit 1 page 7 Activity 3B

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: giving instructions

For completing a landing card

First, you have to fill in *your name.*

Then you need to write *your flight details.*

After that, you add *your address in the country.*

We often give instructions like this:

You have to / You need to / You should … + infinitive without *to*.

(Note that we only use *must* when we need to give an instruction very strongly. If you use it too much, it can make your listener angry.)

We can give instructions just with a main verb in the imperative form:

After that, ***add*** *your address.*

But we often add *you*.

After that, ***you add*** *your address.*

With a series of instructions, we also often use:

First (of all), …; Then …; After that, …; Next, …; Finally, …

(Note that we usually use a comma after most of these, but not after *Then*.)

More examples:

First of all*, you (have to) go to the traffic lights.*

Then *you (need to) turn left and go to the roundabout.*

After that*, you (should) turn right.*

Finally*, you take the first left, and you'll see it opposite you.*

Lesson 2: making suggestions

What about going *to Jordan?*

Why not visit *Aqaba in the south?*

Let's find out *about flights.*

I suggest you check *prices on the internet.*

Let's + infinitive without *to* is the simplest form, and you have known this for many years.

We often use question forms to make suggestions.

What about … ? takes a noun / noun phrase or an *~ing* form.

What about a cup *of coffee?*

What about having *a cup of coffee?*

Why not … ? always takes an infinitive without *to*.

Why not have *a rest? You've been working hard.*

We can also say: *I suggest (that) you …* + infinitive without *to*.

Note that this is sometimes used in quite formal situations.

Note that some suggestions include the speaker, e.g. *Let's …* Others do not, e.g. *Why not … ?*

Others can change, e.g. *I suggest (that) you …* and *I suggest (that) we …*

Lesson 3: comparative and superlative forms

China has ***the largest*** *and* ***(the) most successful*** *economy in Asia.*

The Chinese now have a ***better*** *life* ***than*** *their parents did.*

The economy first grew ***slowly****, and then it began growing* ***faster****.*

One-syllable adjectives add *~er* and *~est*: *old/large/big, older/larger/bigger (than), the oldest/largest/biggest.*

Longer adjectives, including most 2-syllable ones, take *more* and *the most*: *successful, more successful (than), the most successful.* They can also take *less* and *the least: less successful (than), the least successful.*

Note the irregular forms: *good, better, the best; bad, worse, the worst.*

Most adverbs end in *~ly* and they take *more* and *the most* (or just *most*), but there are a few adverbs that stay the same as the adjectives – *fast, hard, late* – and these take the *~er* and *~est* forms. Compare:

It began growing ***faster****.*

It began growing ***more quickly****.*

Lesson 4: past simple and past perfect tenses

Five centuries ago, *America* ***was*** *home to five million native Americans.*

In 1492, *Columbus first* ***sailed*** *across the Atlantic.*

The population ***has increased*** *to about 300 million.*

*NY **has remained** America's biggest city **since** the 1830s.*

*Asian immigrant numbers **have been increasing** steadily.*

***Until** Europeans started arriving, America's population **had remained** small.*

Use the past simple for something that happened completely in the past. We often use it with a time reference, e.g.

Five centuries ago, ...; In 1492, ...; Yesterday, ...; The night before last, ...

Use the present perfect for things happening during a period of time that started at an unclear time in the past but that comes up to the present.

*The population **has increased** to about 300 million.*

Also use the present perfect for things that started in the past but that come up to the present. We often use a time reference, e.g. *since* + past point in time; *for* + period of time up to the present. Compare:

*NY **has remained** America's top city **since** the 1830s.*

*NY **has remained** America's top city **for** nearly 200 years.*

We use other words with the present perfect to show a connection between a past action and the present:

already; just; now; (not) ... yet.

*Asians **have now become** NY's newest immigrant group.*

*NY **has just completed** another huge building project.*

Use the present perfect continuous to emphasise continuing actions up to (and often into) the present.

*Asian immigrant numbers **have been increasing** steadily.*

We often use this tense to show that the time has been too long.

***I've been waiting** to get my luggage **for hours** – and I'm still waiting now!*

Use the past perfect to show that something happened before another time or action in the past. We can show the time connection with, e.g. *until* and *by*.

***Until** Europeans started arriving, America's population **had remained** small.*

***By** 1900, NY's population **had passed** one million.*

Activity Book **Unit 1 pages 8–9 Activities 1–2**

2 TO HELP YOU STUDY

The Reference Section (pages 103–118) is there to help you, so first you need to get to know it.

Work with a partner, and answer the following questions as fast as you can.

1 How many parts, or sub-sections, does the Reference Section have?
2 Which sub-section lists all the new words in this book? What information does it give you about each word?
3 Which sub-section gives you the phonetic alphabet to help you pronounce new words correctly?
4 Where can you find out the English names of different word classes, e.g. verb, noun? What else does this sub-section give you?
5 Which sub-section shows how some words have related grammatical forms and how you can change from one to another, e.g. *teach* (v) – *teacher* (n)? What else does this sub-section give you?
6 Where can you find short forms of words that we often use, e.g. when we write notes?
7 Which part shows you whether a verb is irregular and what the irregular forms are?
8 Which sub-section shows you useful ways of collecting and organizing new vocabulary?
9 Where can you find groups of useful expressions for doing things in English, e.g. making suggestions? What are the different types of language that this sub-section collects together?
10 Which part shows you how to mark sentences with things like full stops and quotation marks?

Activity Book **Unit 1 page 8 Activity 3**

2 LESSONS 1&2

GETTING ORGANIZED
Don't you have to revise?

talking about time • negative questions

A READ, LISTEN AND SPEAK Track 6

To help them plan their work, the students at Dale High School have several documents.

1 Listen to dialogues A–D. Match items 1–4 to documents a–d.

1 calendar 2 diary 3 timetable 4 work schedule

a

Period	Time	Monday	Tuesday
1st	9.00	IT	Biology
2nd	9.40	Geography	Economics
3rd	10.20	"	Sociology
Break	11.00	–	–
4th	11.20	Physics	Religious Education
5th	12.00	Chemistry	
Lunch	12.40		

b NOVEMBER

Mon	Tue	Wed	Thu	Fri	Sat	Sun	NOTES
			1	2	3	4	
5	6	7	8	9	10	11	Start geography project.
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			Finish project.

c

By Fri, Nov 9: Produce our geography project outline.

During Week 2: Carry out our main research.

By the end of Week 3: Write our 1st draft.

During Week 4: Revise and complete our project.

d

Nov–Dec

Thursday 29

Evening: Finish off the project.

Friday 30

1 p.m.: Deadline! Hand in the project.

Saturday 1

2 Students Ako and Lyn are discussing their project. With a partner, use words from the documents in 1 to complete the dialogues below.

3 Listen to dialogues B–D to check your work.

4 Practise the conversations with your partner.

B

Ako How long have we got for our project?

Lyn According to my _1_, we have from November the _2_ till _3_ the _4_.

C

Ako Let's check our _1_ together.

Lyn Right. We're going to produce our project _2_ by Friday the 9th, aren't we?

Ako Yes, and we're planning to _3_ our main _4_ during Week 2, aren't we?

Lyn That's right, and then we're aiming to write our first _5_ by the end of _6_ .

Ako And we're going to _7_ our project during _8_ .

D

Ako When's the final _1_ for the project?

Lyn According to my _2_ , it's at _3_ on _4_ .

Ako So that means we need to _5_ our project to our teacher by lunch.

Lyn And that means we need to _6_ everything on _7_ in the evening.

B GRAMMAR p18

1 Look.

Prepositions of time

*The deadline is **at** one o'clock **on** Friday the 30th.*

*It's **from** 9.40 **to** 11.00 in the morning.*

*We're carrying out our research **during** Week 2.*

*We're going to produce our outline **by** Friday.*

2 Read again. Find more examples of prepositions with times.

Activity Book Unit 2 pages 10–11 Activities 1–2

C SPEAK

1 Explain your school day to a foreign visitor. Explain when school started this morning (*at*), what periods you have had, are having and are going to have (*from … to …*), and when school will finish (*at*).

2 Explain the most interesting things you have learned during the last week / month / year.

3 Explain what you hope to do in life by the age of 21, 25, 30 and 50.

D LISTEN AND READ Track 7

Grade 12 student Layla Jaff was going to the Dale High School bus stop when she passed her friend and neighbour Steve Hall. He was on his way to the school sports field.



Steve Hi, Layla! That bag looks heavy!

Layla That's because I'm taking all my science books home. I need to revise for our tests tomorrow.

Steve Isn't that a bit too much for one evening?

Layla No, I don't think so. I'm going straight home on the school bus now, and I'm planning to revise all evening. Aren't you doing the same?

Steve No, I'm going to football practice.

Layla But don't you have to revise, too?

Steve Well, I'll probably do a bit of revision later on this evening.

Layla Sorry, but aren't you a bit too relaxed?

Steve Well, you aren't relaxed enough. You're too anxious!

Layla But listen, didn't you fail our last tests? If you're not careful, you'll do badly again!

Steve Can't you leave me alone, Layla? I'll be all right. OK?

Layla Well, I'm going to make sure I'll be all right!

Steve That's the trouble with you, Layla. You never stop working! Doesn't it ever get you down?

Layla No, I'm fine.

Steve Well, I think you're getting stressed out. If you go on like this, you'll burn out before our big exams next summer!

Complete the summary statements.

1 Layla is carrying her school bag, but Steve …
2 Steve is going to football practice. However, …
3 He will probably do a bit of revision later on. However, she …
4 She is anxious about the tests, but …
5 She thinks he does not do enough work. However, …

E GRAMMAR p18

1 Look.

Negative questions

Aren't you *a bit too relaxed?*

But ***didn't you fail*** *our last tests?*

But ***don't you have to*** *revise, too?*

Can't you *leave me alone?*

2 Find more examples of negative questions in the conversation.

F THINK ABOUT IT



Activity Book **Unit 2 page 11 Activities 3–4**

2 LESSONS 3&4

GETTING ORGANIZED

What will you be doing in a year from now?

future continuous • *too* … + verb, (*not*) *enough* + verb



A READ

Education expert Dr Sally Dale has been talking to Steve, Layla and other senior students about self-organization. She also gives them this leaflet.

ORGANIZE TO SUCCEED!

THINK! What will you be doing this time next year? Will you be taking notes in a college lecture? Or will you be training for a job? Either way, you will be trying to organize yourself as efficiently as possible.

But what about right now? I often hear comments like these from Grade 12 students:

'School is much busier than before.'

'There's always too much work to do.'

'There's never enough time to relax and have fun!'

Clearly, high school seniors need to organize more efficiently! But how?

SET GOALS! First, set clear goals for yourself. Your main goal might be to get into a good university, for example. Or it could be to develop strong IT skills for work. We're all different, so you must decide for yourself.

TIP: Choose your goals carefully. If you set too many, you won't achieve any!

TIP: Try using your mobile, too. Use the calendar function to help you remember important dates.

PLAN YOUR ROUTE! Now plan your route to your goals. For this, you can make yourself a wall planner and write your work schedules, with homework, revision and test dates. Then check regularly. Make sure you keep to those dates!

PLAN EACH DAY! Write a daily 'to do' list. List things like 'Finish project research.' or 'Buy notebooks.' And tick things off when you've done them. If you don't manage everything, maybe your list is too long – or maybe you aren't trying hard enough to get things done.

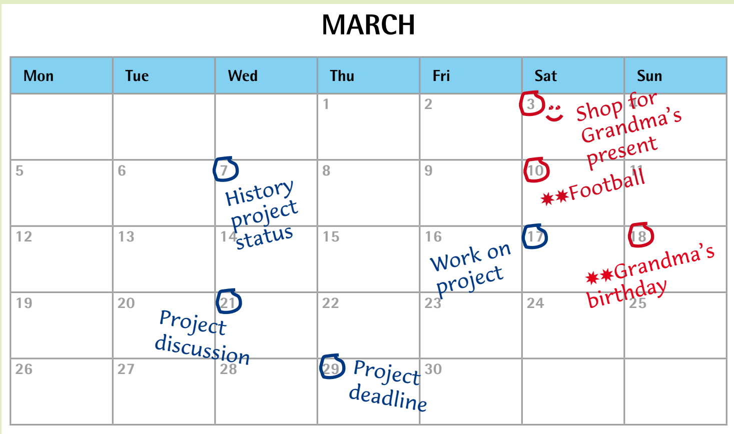
TIP: Set priorities. Final revision for tomorrow's test takes priority over phoning friends.

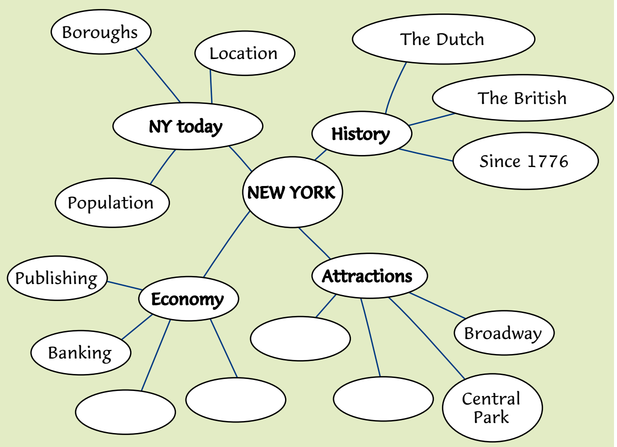
TIP: Organize your things – your desk, your clothes, etc. Then you won't waste time looking for a shirt to wear or a pen that works.

BE EFFICIENT! With 'time wasters' like too much TV, be strong enough to say no. And don't put things off. If you leave all your revision till the night before an exam, there'll be too much to do, and you'll be too tired to remember much. Finally, try to kill two birds with one stone. Don't just ride the bus to school: ride and read!

ORGANIZE YOUR IDEAS! When you revise for an exam, try to organize complicated ideas and information clearly. Sometimes you can list problems and solutions, or points 'for' and 'against'. Sometimes, you can use a chart or a diagram like this network.

TIP: Don't revise all the time: take breaks or you'll burn out. And the night before an exam, try to get a good night's sleep.





1 Answer the questions.

1 Why must Grade 12 students get organized?
2 What can a wall planner help a student to do?
3 Why is it necessary to set priorities?
4 What is wrong with revising late?
5 How can lists, charts, etc. help you to learn?

2 Explain in your own words.

1 Intro: Dr Dale has been talking about **self-organization**.
2 line 18: … plan **your route to your goals**, …
3 line 39: Try to **kill two birds with one stone.**
4 line 46: … try to **get a good night's sleep.**

B GRAMMAR p18

1 Look.

Future continuous

What will you be doing *this time next year?*

Will you be taking *notes in a college lecture?*

You will be organizing *yourself efficiently.*

2 Find another example in the text.

C SPEAK

Work with a partner. Discuss what you will be doing in the future.

This time next year, I think I'll be …

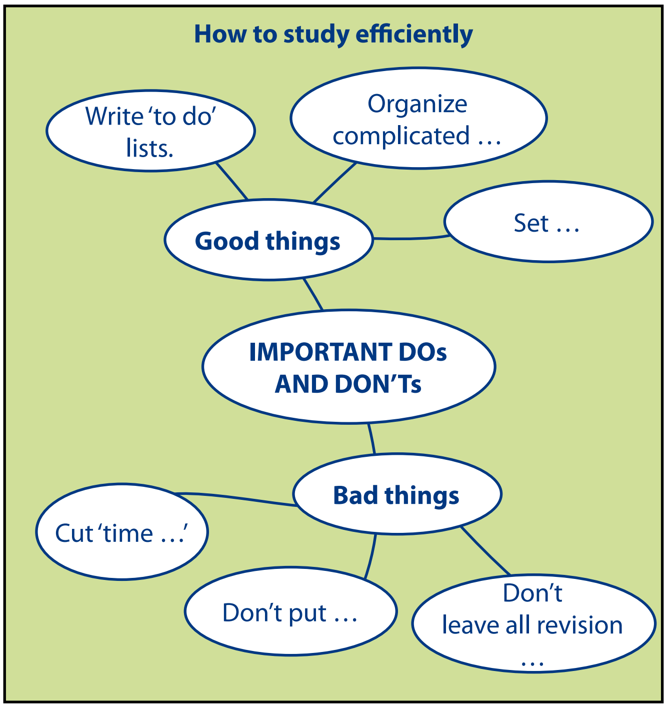
What about you?

In (five) years from now, I hope …

Activity Book **Unit 2 page 12 Activities 1–2**

D READ AND SPEAK

1 Copy and complete the network with points from Dr Dale's leaflet.



2 Give Dr Dale's pieces of advice, choosing from the following.

You have to … You need to …
You must/mustn't … You should/shouldn't …
You ought/ought not to …

E GRAMMAR p19

1 Look.

too **+ adjective + infinitive;**
(*not*) + adjective + *enough* + infinitive

*You'll be **too tired to remember** much.*

*Be **strong enough to say** no.*

too **+ *much/many* + noun + infinitive;**
(not) enough **+ noun + infinitive**

*There's always **too much work to do** now.*

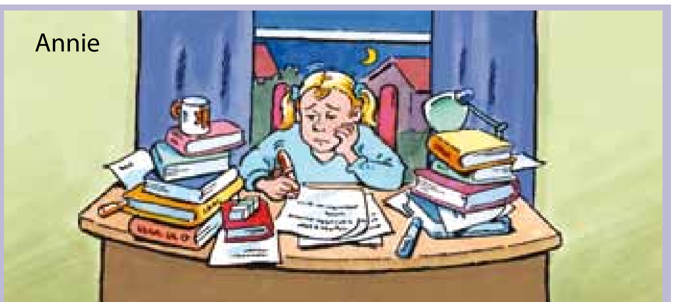
*There's **never enough time to relax!***

2 Make statements about these students.



During their semester tests …

Pete too anxious to do well Dave
too relaxed to get good marks
not relaxed enough not anxious enough



Two days before her end-of-year exam …

Annie too much work to do
too many books to read
not enough time to do it all
not enough energy to read them all

F SPEAK

Talk about yourself.

1 Who are you more like – Pete or Dave? Or are you somewhere in between?

2 Have you ever been in Annie's situation? What happened?

Activity Book **Unit 2 pages 12–13 Activities 3–5**

2

LESSONS 5&6

GETTING ORGANIZED

Organizing a meeting; organizing ourselves

A READ, LISTEN AND SPEAK Track 8

1 Work with a partner. You are at the conference like Azad. Look at the timetable and list all the different sorts of events that are happening at the conference centre. Take turns to make statements.

A There's a discussion from 9.00 to 10.00 on Wednesday morning.

B Then we've got presentations between … and ….

A After that, there's a …

2 Work with your partner again. Talk about conference events you would (not) like to go to.

A I'd (really) like to go to the (presentations on people and industry) on Wednesday morning. What about you?

B Yes, I'd (really) like to go to that, too. And I also want to go to the … What about you?

Or:

B No, I'm not (very) interested in that. But I'm (very) interested in going to the … What about you?

3 Find times when there are no lectures or other meetings at the conference centre – times when Azad can be free. Then listen to complete the notes in your AB about his call with Stella.

	Wednesday	Thursday
9.00	Discussion: Youth and green jobs of the future	Regional action group meetings
10.00	Presentations: People and industry: case studies from three continents	Seminar: Regional environmental protection plans
11.15	Coffee break	Coffee break
11.30	Discussion: Oil and water resources in the Middle East	Workshop: Practical steps towards the 4 Rs: Reduce, Reuse, Repair, Recycle
12.30	Lunch	Lunch
13.30	Lecture: Training needs in S.E. Asia	Film: Economic development in southern Africa
14.30	Free: New York sight-seeing tour	Visits to New York colleges and meetings with local students
19.00	Concert: Music from around the world	Action group meetings: Drafting regional reports

Activity Book Unit 2 page 14 Activity 1

4 Use your notes from AB page 14 to continue Stella's phone call with Kate. Take Stella's part and report her earlier conversation with Azad.

Kate So tell me, have you managed to set up a meeting with Azad?

Stella Yes, I spoke to him a few minutes ago. But it wasn't easy. First he suggested meeting at … . But I told him I couldn't do that because I have to … Then I suggested …

B PRONUNCIATION Track 9

In Unit 1, you listened for word syllables with strong stress. Now you are going to listen for syllables with weak stress. In these syllables, the vowel (a, e, i, o, u) is sounded as a schwa /ə/, e.g. afraid /əˈfreɪd/, together /təˈgɛðə/.

1 Copy the following. Then listen and circle the syllables with the weakest stress.

I wanted to suggest Wednesday afternoon at about three o'clock.

2 Listen again and underline the syllables with the strongest stress.

I wanted to suggest Wednesday afternoon at about three o'clock.

3 Listen again and repeat with the correct strong and weak stresses.

4 Do steps 1–3 again with the following.

It's a discussion about oil and water resources in the Middle East.

C SPEAKING

Read and act out.



Receptionist	Big Apple Hostel. How may I help you?
Stella	Oh, hi. I'd like to speak to a guest, please. His name is Azad Qadir. Could you put me through to him?
Receptionist	I'm afraid we don't have phones in the guests' rooms. But wait, I know the person you mean, and I can see him now in the entrance hall.
Stella	Oh, great!
Receptionist	Could you hold for a moment?
Stella	Of course.
Receptionist	I'll call him over to the phone … Er, what name is it, please?
Stella	Stella Farrant.
Receptionist	Mr Qadir! Mr Qadir! Phone for you!

Activity Book Unit 2 pages 14–15 Activity 2

D READING AND SPEAKING

1 Read the conversation between Layla and Steve on page 13 again. Then read about Dr Dale's ideas again, and note things that Layla and Steve are doing wrongly.

2 Take Dr Dale's part and say what you think about Layla and Steve and their actions. Use these ways of putting forward your ideas.

I (really) think that		*should …*
I also feel that		*should not …*
It seems to me that	*Layla*	*ought to …*
It also seems to me that	*Steve*	*ought not to …*
In my opinion,		*must …*
In my opinion, too,		*must not …*

E WRITING

1 Take the part of Dr Dale and write a short report about Layla. Use material from both page 13 and page 14 to write a paragraph.

Steve is right to tell Layla that she is too anxious. If she goes on like this, she certainly may burn out … , just as Steve says. She therefore needs to do one or two things differently. For example, I really think that she … I also think …

2 Continue with a paragraph about Steve.

However, Layla is correct to tell Steve that … If he is not careful, …, exactly as Layla says. As a result, he needs to … For example, …

Activity Book Unit 2 page 15 Activity 3

F UNIT TASK

1 Work with a partner. Discuss Dr Dale's ideas and yourselves. Say which things you feel you already do and which things you do not do – or do not do very well. Comment on your partner's ideas.

You can use these ways of agreeing and disagreeing.

I think you're right about that.
I'm not sure you're right about that.
It seems to me that you do that a lot / very well.
It seems to me that you don't do that very much / very well.

2 Write a paragraph about yourself and Dr Dale's ideas. Start like this.

I was very interested to read Dr Dale's ideas about getting organized. She offers a number of tips that are very useful, including (one or two / a few / several) things that I have not thought about before.

On the positive side, I feel that I already do some of these things (quite / very) well / well enough. For example, I … I also …

However, it is also true that I do not / am not / never …

Activity Book Unit 2 page 15 Activity 4

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: prepositions of time

The meeting is ***at*** *2.30* ***on*** *Monday the 3rd.*
It's ***from*** *2.15* ***to*** *3.45* ***in*** *the afternoon.*
We're going to write our report ***during*** *May.*
We're planning to send it to everyone ***by*** *Thursday the 31st.*

We also use other prepositions when we talk about times.

We aim to finish everything just ***before / after*** *4.00.*
They want to do most of the work ***between*** *10.00 and 3.00.*
I'll have to work ***until / till*** *late tonight. (Note:* ***until; till****)*

Lesson 2: negative questions

Aren't you going *a bit too fast?*
But ***didn't you fail*** *your driving test?*
But ***don't you have to*** *try to do better?*
Why can't you stop *asking questions?*

Negative questions sometimes check information like tag questions. (But note the different intonation.)

But ***didn't you fail*** *your driving test?*
But ***you failed*** *your driving test,* ***didn't you?***

However, they usually show strong feelings. ***Aren't you*** *driving too fast?* means *I think you're driving too fast, and I think you should agree with me.* And ***Can't you*** *leave me alone?* means *Stop asking questions!*

We sometimes form negative questions with the question word *Why*. The following mean almost the same, but note the different intonations.

Can't you *leave me alone?*
Why can't you *leave me alone?*

Lesson 3: future continuous

What will you be doing *this time next month?*
Will you be travelling *to America?*
You will be watching *a film on the plane.*

Note the form: *will* + *be* + *~ing* verb form.
Compare with: *have* + *been* + *~ing* verb form (for the present perfect continuous).
The future continuous is like the present continuous, past continuous and present perfect continuous: it expresses continuing actions. Very often these tenses express a continuing action at a point in time. Compare:

What ***will you be doing (at) this time next year****?*
What ***are you doing at the moment****?*
What ***were you doing (at) this time last year****?*

Lesson 4: *too* and *(not) … enough*

too **+ adjective + infinitive; (*****not*****) + adjective + *****enough*** **+ infinitive**

He's ***too young to go*** *to college.*
He's ***not old enough to be*** *a college student.*

You already know the forms *too* + adjective and (*not*) + adjective + *enough*.

Isn't he a bit ***too young****?*
*That's right. He is****n't old enough****.*

We often add a verb, as in the text examples. Compare:

He's ***too young to go*** *to college.*
He's ***not old enough to be*** *a college student.*

too **+ *****much/many*** **+ noun + infinitive; (*****not*****) *****enough*** **+ noun + infinitive**
Comparing time and amount of revision to do:

I've got ***too much revision to do****.*
*There are****n't enough hours in the day to revise*** *everything!*

Note the different forms with *too* for countable and uncountable nouns.

*There **are too many books** to read. (countable)*

*There**'s too much revision to do**. (uncountable)*

*There **are too few hours** in the day to do everything. (countable)*

*There**'s too little time** to do everything. (uncountable)*

Activity Book **Unit 2 page 16 Activities 1–2**

2 TO HELP YOU STUDY

Do these tasks to learn more about word building with different grammatical forms.

1 You already know the words *produce* (v), *product* (n) and *production* (n). Find a grammatically related word in the Alphabetical Wordlist (pages 113–118). Read out this and its word class.

2 Find the opposite of this word in Reference Section page 103.

3 Create the adverb from this word and its opposite, and then read them out.

4 Copy this table and complete it with the three new words. Add their phonetic spellings with stress marks.

verb	noun(s)	adjective	opposite	adverb	opposite
produce /prəˈdjuːs/	product /ˈprɒdʌkt/ production /prəˈdʌkʃ(ə)n/	___ / __ /	___ / __ /	___	___
use /juːz/					

5 Compare the stress in the first noun and in the adjective. How are they different? Read them out.

6 You already also know the words *use* (v), *use* (n) and *useful* (adj). Add them to your table and check the phonetic spellings of the verb and noun carefully.

7 Find the opposite of the adjective in the Alphabetical Wordlist. Read out this and its word class, and add it to the table with its phonetic spelling.

8 Create the adverb and its opposite. Add them and their phonetic spellings to the table and read them out.

9 Try collecting other grammatically related words in the same way in your vocabulary notebook. (Not all words have so many related forms, but a lot have two or three.)

Activity Book **Unit 2 page 17 Activity 3**

3 LESSONS 1&2

SAVING THE PAST FOR THE FUTURE

People may have lived here.

active and passive • expressing certainty and possibility

A READ, DO AND SPEAK

1 Say where you think the texts come from.

a) a dictionary b) an encyclopedia c) a guidebook d) a school history book



Stonehenge is an ancient stone circle roughly 4,500 years old that stands 80 miles west of London in southern England. The 80 huge, rectangular blocks of stone stand up to 7.5 metres high, they weigh between 20 and 50 tonnes, and some of them were brought from many miles away. They are placed in an inner group and an outer group, that is circular in shape, with a diameter of 30 metres. Stonehenge was constructed by a long-forgotten people, but we believe that it was used for festivals on the shortest and the longest days of the year. Today, it is still visited by thousands as the sun rises each mid-summer's day.



The Great Pyramid of Khufu is the oldest and largest of the Pyramids, which stand near Egypt's capital, Cairo. It was built approximately 4,600 years ago by Khufu, one of the great Pharaohs.

It stands on a square base that measures 230 by 230 metres, a total area of almost 53,000 square metres, and its triangular sides rise to a height of 146 metres. It contains 2.5 million stone blocks, each with a weight of 2.5 tonnes. The whole structure has a volume of 2.352 million cubic metres. It is still known around the world as one of the Seven Wonders of the Ancient World.

2 Say what these numbers from the texts refer to.

Dimensions: 7.5 metres 30 metres 230 metres almost 53,000 square metres 2.352 million cubic metres

Other numbers and measurements: 4,500 years 80 50 tonnes 2.5 million 2.5 tonnes

B GRAMMAR

1 Look.

2 Put this sentence into the active. Explain why the writer preferred to use the passive.

Some of the stones were brought from many miles away.

Active and passive; *by* + agent

	Subject	**Verb**	**Object**
Active:	*A forgotten people*	*constructed*	*Stonehenge.*
Passive:	*Stonehenge*	*was constructed*	*by a forgotten people.*
	Subject	**Verb**	***by* + agent**

3 Explain why one sentence includes *by* + agent and the other does not.

It was built approximately 4,600 years ago by Khufu, one of the great Pharaohs.

It is still known around the world as one of the Seven Wonders of the Ancient World.

C SPEAK

Talk about modern buildings, roads, dams or other construction projects in your area. Say anything you know about them, e.g. when / where / why they were built / constructed / repaired – and who they were built by.

Activity Book Unit 3 pages 18–19 Activities 1–2

D LISTEN AND READ Track 10

Tara Atta has taken her exchange student, Emma Wood, out for a picnic in a quiet valley.

Emma Those rock carvings must be ancient!

Tara They are. And the Silk Road also came along here.

Emma So Chinese silk travelled this way to Europe.

Tara And the rich merchants carried lots of other goods. Imagine all their camels!

Emma Yes, it must have been busy.

Tara But listen. You must be getting hungry. Let's stop for lunch up by that cave.

* * * * *

Emma What a great view!

Tara Let's look inside. People may have lived here long ago.

Emma I can't see anything unusual.

Tara I can. Look! Something rectangular!



Emma It's an old metal box. It's falling to pieces!

Tara We may be looking at something very old. It's full of metal … Coins!

Emma Not all. This circular thing could be a gold ring.

Tara It's ancient treasure! A rich merchant must have buried it!

Emma You can't be serious!

Tara Think! Travel was dangerous. There could have been an attack.

Emma And he couldn't have lived through it because he didn't come back for his treasure!

1 Listen, imagine, then do these tasks.

1 Say what you know about these two people.
2 Describe the view from the cave.
3 Say what was different about the view long ago.
4 Describe what the girls have just found.

2 Read. Then write questions for the answers below. Replace the underlined words with the correct nouns, including people's names.

1 Q *Where did Tara take Emma?*
  A <u>She</u> took <u>her</u> to a quiet valley in the country.
2 A <u>They</u> used to carry <u>them</u> by camel.
3 A <u>She</u> suggested eating <u>it</u> by a cave.
4 A <u>They</u> found <u>it</u> in the floor of the cave.
5 A Because <u>he</u> may have wanted to protect <u>it</u> from an attack.

E GRAMMAR p26

1 Look.

Expressing certainty (*be* / main verb)

*Those rock carvings **must be** ancient!*

*It **must have been** busy.*

*You **must be getting** hungry.*

*A rich merchant **must have buried** it.*

Expressing possibility (*be* / main verb)

*This circular thing **could be** a gold ring.*

2 Look back at the grammar box. Find more examples with *could* and *may* to match all the examples with *must*.

F SPEAK

Imagine the day of the attack. Say what might / may / could / must / can't have happened.

G THINK ABOUT IT

Should Tara and Emma:

a) keep the treasure and take half each?
b) keep the jewellery and take the coins to the national museum?
c) give everything to the national museum?
d) sell everything to a shop for tourists?

Activity Book Unit 3 page 19 Activity 3

SAVING THE PAST FOR THE FUTURE

Plans are now being carried out.

present continuous passive • *It is said / thought / believed that …*

A READ

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Erbil's ancient Citadel stands at the centre of this fast-growing city. Its high walls ring the edge of a mound that already reaches up 30 metres above the modern city below. It can be seen clearly for miles, and it is one of the most dramatic sights anywhere in the Middle East – one that was certainly welcome to the Silk Road merchants who travelled this way for 1,500 years.

It is also one of the most important places in the Middle East. It is said that human beings have lived here continuously for up to 8,000 years – longer than anywhere else in the world. Today, the Citadel contains approximately 500 houses and other buildings, and many of these are wonderful examples of traditional architecture and construction techniques. But much older treasures almost certainly lie deep in the mound below.

This mound is almost perfectly circular. It has an average diameter of approximately 400 metres, and it covers an area of 102,000 square metres. The mound has never been properly investigated by archaeologists, but it is thought that the remains of many cities lie one below another. Some of the most important developments in human history were made in this region by early civilizations like theirs – the start of farming, for example, and the invention of writing. As a result, the mound may hold important secrets about our ancient human past – secrets that are soon going to be discovered!

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In recent times, there has sadly been a lot of damage to the Citadel, which is now nearly empty. Almost all the buildings need urgent repairs and many may soon collapse. It is also believed that the archaeological remains below have been seriously damaged by water. As a result, action is being taken to protect this ancient site and also to give it new life. A Government organization (*HCECR) has been set up, and a detailed conservation and development plan has been prepared with the help of **UNESCO. Both bodies agree that the Citadel must not be allowed to die. It is also being considered for UNESCO's list of World Heritage sites, which includes, for example, the Pyramids and Stonehenge. In early 2010, a $13-million programme of conservation and repairs was agreed with UNESCO, and these plans are now being carried out. In addition to the archaeological and conservation projects, museums, libraries, restaurants, cafes, artists' studios and craft workshops are also going to be provided. Soon, the ancient heart of Erbil is going to be brought back to life again!

*The High Commission for Erbil Citadel Revitalization **The United Nations Educational, Scientific and Cultural Organization

1 True or false? Correct the false statements.

1 The Citadel walls go round the whole of Erbil.
2 Today's Citadel was built 8,000 years ago.
3 The volume of the Citadel mound is roughly three million cubic metres.
4 The Citadel contains lots of buried money.
5 HCECR is part of UNESCO.
6 Only archaeological work at the Citadel is planned.

2 Explain in your own words.

1 line 6: … – one that was certainly **welcome** …
2 line 23: Both **bodies** agree …
3 line 24: … must not be allowed to **die**, …

B GRAMMAR p26

1 Look.

Present continuous passive

Action ***is being taken*** *to protect this ancient site.*

These plans ***are being carried out****.*

Passive with *going to*

The heart of Erbil ***is going to be brought*** *back to life!*

Museums ***are going to be provided****.*

2 Find another example of each passive form in the second text on page 22.

C SPEAK

Talk about old buildings and structures or ancient remains in your area. Say anything you know about them, e.g. when / where / why they were built or constructed. If you can, also say who they were built by. Describe work that has been done or is being done and work that needs to be done to investigate and /or protect them.

Activity Book Unit 3 pages 20–21 Activities 1–2

D READ AND WRITE

Complete the statements with information from the texts.

1 The Citadel can be seen for miles because of …
2 Because humans have lived here continuously for 8,000 years, …
3 Archaeologists want to investigate the mound since …
4 Important developments in ancient human history happened near Erbil. Therefore, …
5 Most of the Citadel's wonderful buildings are damaged and many could easily collapse, so …
6 HCECR and UNESCO both agree that the Citadel and its mound must be protected. As a result, …
7 As the Government also wants to bring new life to the Citadel, …

E GRAMMAR p27

1 Look.

It is said / thought / believed that …

People say that *humans have lived here for 8,000 years.*

↓

It is said that *humans have lived here for 8,000 years.*

2 Find more examples with *think* and *believe* in the texts.

3 Talk again about places you discussed in C. Discuss things that people say, think or believe about these places.

F SPEAK

Work with a partner. You are Citadel tour guides ten years from now. You are on your way there with a bus tour, and you have to say a few sentences. You should each explain two of these points.

1 the size and shape of the Citadel;
2 important things about the Citadel's past;
3 conservation and archaeological work that has been done to save the Citadel;
4 things that are still being done now to bring the Citadel back to life. (Use your imagination!)

Activity Book Unit 3 page 21 Activity 3

DID YOU KNOW?

UNESCO was formed in 1946, soon after the United Nations was set up in 1945. Its aim is to build friendly relations between countries through educational, cultural and scientific projects around the world. Over the years, this organization's money and expert support have helped to create many new educational opportunities and also to protect some of the most important cultural wonders of the world.

3 SAVING THE PAST FOR THE FUTURE
Making a presentation

LESSONS 5&6

A LISTEN AND SPEAK Track 11

1 Listen to Part 1. Explain what must have happened since the day of the picnic. Explain the situation now.

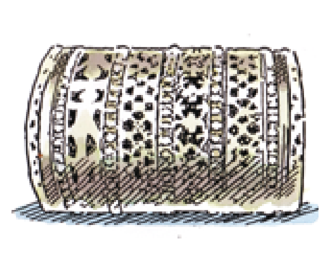
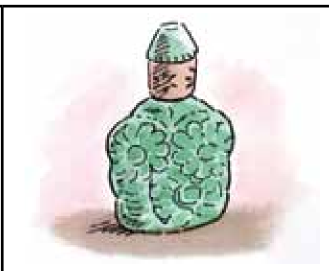
2 You are helping to prepare the exhibition. Listen to Part 2 and say how you should complete the notes. Choose words from the following.

gold coins jewellery perfume bottle precious stones

made	across	China	Central Asia
produced	along	Egypt	the East
sold	all along	India	the West
taken	from	Persia	
traded	in	the Silk Road	
used	to		



Items for the Silk Road Exhibition

			
Exhibit 137 Precious stones: Produced in … Stones like these were often traded in … and in …	**Exhibit 138** …	**Exhibit 139** …	**Exhibit 140** …

3 Listen to Part 3. Listen for more information about the coin:

a the Emperor's name
b his dates
c what this shows about the treasure

4 Listen to Part 4. Say whether 1–8 travelled from *east* to *west* or from *west* to *east*.

Inventions & crafts	Religions
1 fireworks	6 Islam
2 glass-making	7 Christianity
3 paper-making	8 Buddhism
4 rug-making	
5 printing	

Activity Book **Unit 3 page 22 Activity 1**

B LISTEN Track 11

Listen to Parts 1–4 again and check all your notes.

C PRONUNCIATION Track 12

1 Practise your pronunciation. Copy and extend the table. Then listen to Part 1 for the *s* sounds. Write the words in the correct columns.

seat please it's isn't things us as see is studied

1	seat /siːt/	please /pliːz/
2		

2 Now listen to Part 2 and repeat the phrases and sentences.

1 Could you take a seat, please?

2 It's Tara Atta and Emma Wood, isn't it?

3 We've been working hard on the wonderful things you brought us.

4 And as you can see, …
… everything that you found is being carefully cleaned and studied.

D SPEAK

Situation: You and a partner are Tara and Emma. You have been asked to do a short presentation together for Tara's English class at college. It should have this structure.

Part 1

1 The day of the picnic, and what may / could / must have happened 700 years ago.

2 Your trips to the museum: what has been / is being / is going to be done.

Part 2

1 What you now know about some of the treasure items.

2 How – in addition to goods – crafts, inventions and religions travelled from culture to culture.

Do the following.

1 Prepare Part 1 from memory. Prepare Part 2 using your Activity Book notes (WRITING 1–2).

Activity Book Unit 3 pages 22–23 Activities 1–2

2 Plan each step of the presentation together and note useful expressions.

3 Practise together, taking turns with each step. Start with these (or similar) introductions.

Part 1

A I want to tell you about the day we found an amazing, ancient treasure. It's quite a story. You see, …

B And now I'm going to tell you what's happened since that day. First of all, …

Part 2

A Thanks to the work that's being done at the museum, we can now tell you a little about the objects in these photos. For example, this/these …

B It's often forgotten that the Silk Road was far more than a very important trade route. It was also the way that many of the most important inventions, …

4 Listen to each other and suggest improvements. Check presentation length, too!

5 Make your presentations to the class.

E UNIT TASK

There are about 3,000 archaeological sites in Iraqi Kurdistan. Most have not been investigated, and many are believed to be very ancient.

In Lesson 3 you spoke about old buildings or ancient sites that need to be investigated and/or protected. Now write a short, formal presentation to UNESCO about one of these. Do the following.

Para 1 Name the place this report is about and where it is. Explain why it is special.

Para 2 Give a detailed description of the site.

Para 3 Say what may be discovered if it is investigated and/or what may happen if it is not protected.

Activity Book Unit 3 page 23 Activity 3

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: active and passive; *by* + agent

	Subject	Verb	Object
Active:	*Early humans*	*invented*	*the first tools.*
Passive:	*The first tools*	*were invented*	*by early humans.*
	Subject	**Verb**	***by* + agent**

The object of an active sentence becomes the subject of a passive sentence. This moves the focus, as in the example, from *early humans* to *the first tools*. If it is not important, the active subject may just disappear, or it can change to the form *by* + agent, as here. The passive is often used in formal writing. Compare:

Guess what! I built a wall in our garden last weekend!

The first part of the Great Wall of China was built by the Emperor Qin Shihuangdi over 2,200 years ago.

Lesson 2: expressing certainty and possibility – present and past

Expressing certainty (*be* / main verb)

This ***must be*** *an ancient stone tool.*

There ***must have been*** *early humans in this area.*

We ***must be standing*** *on an ancient site.*

Early humans ***must have lived*** *here long ago.*

Expressing possibility (*be* / main verb)

This ancient tool ***could be*** *a knife.*

There ***could have been*** *people here 70,000 years ago.*

Other ancient remains ***may be lying*** *all around us.*

People ***may have lived*** *here for thousands of years.*

With *be*:

We can use modal forms *must be* and *can't be* + adjective or noun to express certainty in the present. Use *must* for positive certainty, and use *can't* for negative certainty.

You ***must be*** *joking!*

You ***can't be*** *serious!*

We can express possibility in the present with *may be*, *might be* and *could be*. The past form is *have been*. Compare:

The cave ***may be*** *empty, but there* ***might be*** *something in it.*

It ***must have been*** *empty when the merchant climbed up there.*

With a main verb:

We usually use the *~ing* form in the present and the *~ed* form in the past. Compare:

Look! Those girls ***may be looking*** *for something.*

Listen! They ***must have discovered*** *something amazing.*

Lesson 3: present continuous passive; passive with *going to*

Present continuous passive

Work ***is being done*** *to save the Citadel.*

Several projects ***are being prepared****.*

As with the active tense, use the present continuous passive for actions that are happening now or around now.

Note the different forms – *been* and *being* – with these passive tenses.

Present perfect: *An organization* ***has been*** *created.*

Present continuous: *A lot of work* ***is being*** *done.*

Passive with *going to*

This building ***is going to be repaired.***

Restaurants ***are going to be opened.***

As with modal verbs *have to* and *ought to*, form the *going to* passive like this:

going to + *be* + *~ed* verb form

As with the active tense, use the passive with *going to* for plans and to say what is clearly going to happen.

Museums ***are going to be provided.***

The archaeologists have started work: the Citadel ***is going to be investigated!***

Lesson 4: *It is said / thought / believed that …*

People say that *early humans lived here.*
↓
It is said that *early humans lived here.*

Compare the informal and formal ways of introducing an idea or opinion that a lot of people have.

Informal: *People / A lot of people say that …*
They say that …

Formal: *It is said / thought / believed that …*

Activity Book **Unit 3 pages 24–25 Activities 1–2**

2 TO HELP YOU STUDY

You have already worked with the main sounds of *s*, but there are two more that you sometimes meet: /ʒ/ and /ʃ/.

1 Copy the table. Then study this list of words and the phonetic spellings of the marked letters, and complete the table with them.

2 Use the phonetic spellings to help you practise saying the words.

~~across /əˈkrɒs/~~ Chinese /ˌtʃaɪˈniːz/ commission /kəˈmɪʃ(ə)n/ consider /kənˈsɪdə(r)/ continuously /kənˈtɪnjʊəsli/ discussion /dɪˈskʌʃ(ə)n/ easily /ˈiːzɪli/ museum /mjuːˈziːəm/ revision /rɪˈvɪʒ(ə)n/ sure /ʃɔː(r)/ treasure /ˈtreʒə(r)/ unusual /ʌnˈjuːʒʊəl/

structure /ˈstrʌktʃə(r)/	result /rɪˈzʌlt/	measure /ˈmeʒə(r)/	dimension /daɪˈmenʃ(ə)n/
across /əˈkrɒs/			

Activity Book **Unit 3 page 25 Activity 3**

4 LESSONS 1&2

REVISION

It couldn't have gone better!

A READ

And to end the news, we go over to the 15th World Youth Conference, which is starting here in Manhattan. Rosa Gomez has the story.





Well, it's said that we live in a global community, and that's certainly true here today with over 2,000 young representatives from 176 countries. Everyone is waiting in the Main Hall because in a minute, this conference is going to be opened with a speech by the Mayor of New York.

While we're waiting, let's talk about the conference programme. It's called Action for a Better World, and developments on every continent are going to be discussed. Education in South America, for example ... But look, the Mayor is here ... and he's being given a great welcome!

Dear Ms Reilly

I've been having a fantastic time, starting with Central Park on Sunday afternoon.

At 9.30 yesterday, the Conference was opened by the Mayor. Ever since, I've been really busy. My presentation on Building the New Kurdistan was at 2.00 this afternoon. The audience was great, and there was lots of discussion, so they must have been interested. It couldn't have gone better!

I've also been asked to speak for Kurdistan in a discussion about Oil and Water Resources in the Middle East. I said I didn't know enough to take part in it, but the organizers kept asking, so I agreed! It's at 11.30 tomorrow, so there's too little time to prepare, and I'm really nervous!

Stella called yesterday evening, and she's going to show me round on Thursday. I'm looking forward to that.

Best wishes

Azad

Dear Azad

Thanks for your email this morning. I'm pleased you're enjoying things. Didn't I say you would?

It's great you'll be speaking for Kurdistan later on. I'll be thinking of you. I hope it goes as well as yesterday's presentation.

I'm happy you'll be 'doing' NY with Stella tomorrow, but sad there's too little time to see much.

Best wishes

Kate Reilly

Hi Kate

Just to say that I met Azad this afternoon, and things went well. We didn't visit the Statue of Liberty in the end because there were too many tourists. Instead, we took the Staten Island Ferry and had a great view as we sailed past. It was much quicker – and also free!

Then we went up the ESB. It was getting dark, so we saw the city lights. What a sight!

Love

Stella

Welcome to the 102nd floor of the Empire State Building!

And welcome to NY's best views. On a clear day, you can see for 80 miles.

More amazing facts.

- The ESB opened in 1931 and, at 1,470 feet, it remained the world's tallest building for over 40 years.
- Its 102 floors have a total area of approximately 2.75 million square feet.
- Around 1,000 businesses have offices here, and 21,000 people work here daily.


a


b


c


d

1 Number the photos a–d in the order that they were taken: 1–4.

2 Write labels for them – the event, the day and the time of day.

3 Copy and continue the time line with notes

Sat evening	Sun afternoon	Mon 9.30 a.m.	Mon evening
A arrived in NY	A visited …	Conference …	…

4 Decide who probably said what, where and when. Match 1–5 with comments a–e. Explain your choices.

1 a member of Azad's audience
2 a tourist
3 Kate Reilly
4 Stella
5 The Mayor of New York

a Wow! Look at the lights! You know, people like me only really see New York when we show visitors round.
b I'd like to ask this: roughly how big is the population of Iraqi Kurdistan today?
c What? You mean we've waited three hours to get here and we can't even go up inside the Statue any more?
d Your discussions this week will help to shape the future of our world, so let me just say again that New York offers you a huge welcome!
e Welcome back, Azad. Now, I'd like you to give our English class a short presentation on your experiences in New York.

5 Read to find the correct meaning.

1 line 7: the organizers kept asking, so I **agreed**!
2 line 8: ... so there's too little time to **prepare** ...
3 line 14: I'm pleased you're enjoying **things**.
4 line 27: ... had a great view as we sailed **past**.

6 Explain in your own words.

1 line 3: ... we live in a **global community**, ...
2 line 44: I'm happy you'll be '**doing**' NY ...
3 line 58: **What a sight!**

B THINK ABOUT IT

If you had the chance to go to a conference like the one in New York, what would you like to talk about?

I'd want to talk about international scientific cooperation. What about you?



I'd prefer to discuss ways of cooperating internationally to prevent war and encourage world peace.

Activity Book **Unit 4 pages 26–27 Activities 1–3**

4 LESSONS 3&4

REVISION
Language

C SPEAK

1 Compare the hostels that Azad considered. (forms of comparison; *too* and *(not) enough*)

Points that he considered	The Big Apple	North Park Hostel	A1 Hostel	
Cost per night	$42: ****	$57: ***	$32: *****	expensive/cheap
Facilities (kitchen, etc)	***	****	**	good/less good
Distance from the conference	*****	****	***	near/far
How popular with guests	****	*****	***	popular/less popular

1 Make statements about each point that Azad considered. Use the adjectives shown.
North Park Hostel was the most expensive of the three. The Big Apple wasn't as expensive as North Park Hostel, and A1 Hostel was cheaper, too. In fact, A1 Hostel was the cheapest of them all.

2 Say why you think Azad chose The Big Apple.
He probably chose it mainly because ...

3 Say why you think Azad decided against the other hostels. Choose from this language.

a bit too	expensive	not quite	good enough
	far to walk to ...		near enough to get to ... on foot

He probably decided against ... partly because ... and partly because ...

2 Complete Azad's statements about his visit to NY so far (past and perfect tenses).
Put the verbs in brackets into the most appropriate tenses – past simple, past continuous, present perfect, present perfect continuous or past perfect.

1 On Sunday afternoon, I ... (visit) Central Park after I ... (finish) preparing for the conference.
On Sunday afternoon, I visited Central Park after I had finished preparing for the conference.

2 While I ... (walk round) the park, I ... (take) some photos.

3 I'm not giving my presentation tomorrow. I ... (do) that on Tuesday, and it ... (seem) to go very well.

4 After I ... (finish) the presentation, two organizers ... (ask) me to join a discussion on Wednesday.

5 I ... (meet) hundreds of people from all over the world during the last few days, and I ... (learn) all sorts of things that I ... (not know) before. I ... (never know) anything like this conference in my life!

6 I ... (just come back) to the hostel after a tour of NY with Stella. She ... (pick me up) at three this afternoon, and we ... (have) a great time together.

7 We ... (have) a great view of the Statue of Liberty as we ... (sail) across to Staten Island on the ferry.

8 It ... (get) dark when we ... (reach) the Empire State, and the New York lights ... (look) really pretty from the top.

Activity Book Unit 4 page 27 Activities 4–6

3 Talk about a missing friend. (possibility and certainty)

It is 10.05. Chinar's friends are looking for her in the Conference Meeting Area, but she has gone. Now they have found her conference programme and from this can work out what must have happened.

10.00	Book Exhibition in Hall 3	~~Film: Economic Development in Indonesia~~	Lecture: Disease Control in southern Africa	Discussion: Protecting Wildlife in the Zagros Mountains
	? ? Visit later on? (It's open all week.)	☹	?	☺

Ask and answer questions using this language.

Do you think she	may have ... might have ... ? could have ...	Well, ... she	can't have might have may have must have	gone to the ... left to go to the ... decided to go to the ...

A Do you think she could have ... ?
B Well, looking at her programme, I think she ...

4 Talk about preparations for the concert. (passive tense forms)

It is 6 p.m. on the evening of the conference concert: 'Music from around the world'. Look at the organizers' 'to-do' list and say:

*	what has already been done	✓
*	what is being done right NOW	N
*	what is going to be done SOON (in the next hour)	S

1	Move all conference chairs to the back of the Main Hall.	✓
2	Set up the dinner tables.	N
3	Finish the flower arrangements for the Hall.	N
4	Place flowers on all the tables.	S
5	Text all representatives to remind them about the concert.	✓
6	Prepare and cook a light dinner for all.	✓
7	Bring the food into the Hall.	S
8	Check the sound equipment.	N
9	Allow the bands time to check their instruments.	S

D EXTENSIVE SPEAKING

Take Azad's part and prepare the presentation that Kate requested for your English class back in Silemani. Do the following.

1 Plan to talk about the week up to Thursday night and to talk for two or three minutes.
2 Use your notes from A2 and plan to refer to your photos in A1.
3 You can make brief notes and note useful expressions. (However, you should not try to write – and then read – the whole of your presentation.)
4 Work with a partner. Listen to each other and suggest improvements. Check presentation length, too!
5 Make your presentations to the class.



Activity Book Unit 4 pages 28–29 Activities 1–6

FEEDING NINE BILLION
When that happens, the rain will stop.

ways of comparing quantities • conjunction + present + future

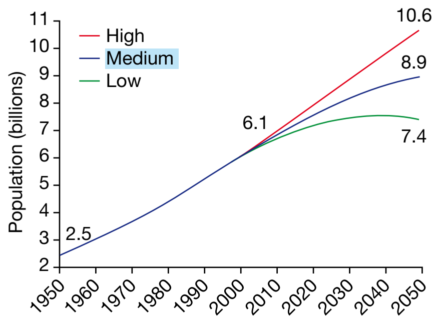
A LISTEN AND DO Track 13

1 Study fan charts a–b and pie charts c–h and make sure you understand the new words.

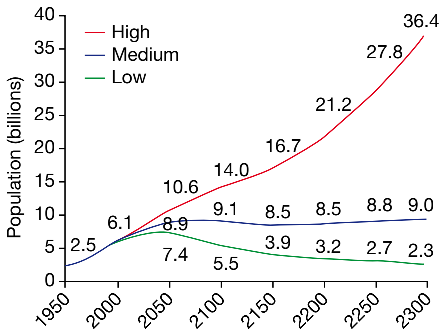
2 Listen to four parts of a lecture. Identify which of charts a–h the lecturer discusses. Note them in order 1–4, and say what words helped you.

Fan charts showing global population growth & future projections

a 1950–2050 (population billions)

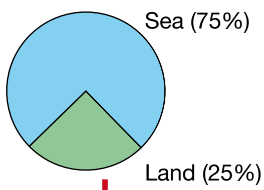


b 1950–2300 (population billions)

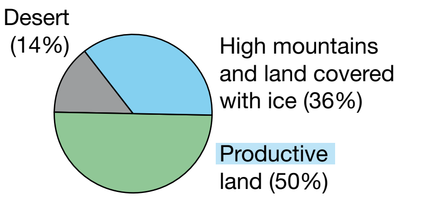


Pie charts showing global surface area & land resources

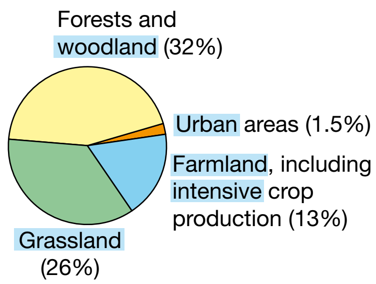
c Shares of global surface area



d Shares of land

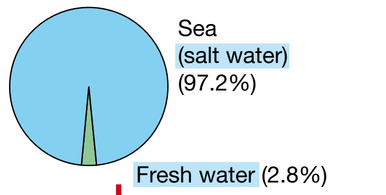


e Shares of productive land

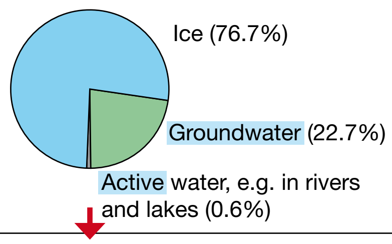


Pie charts showing global water resources

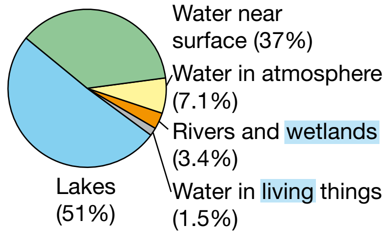
f Shares of global water



g Shares of fresh water



h Shares of active water



B GRAMMAR p32

1 Look.

Ways of comparing quantities

The highest projection for 2050 is nearly ***50%*** *more than the lowest.*

The area of land is approximately ***a third of*** *the area of the sea.*

Farmland is exactly ***half*** *the area of grassland.*

The amount of ice is over ***three times*** *the amount of groundwater.*

2 Make statements about the charts.

The highest projection for 2300 is more than 15 times the lowest.

Forests and woodland are nearly a third of all productive land.

C SPEAK

Discuss the charts.

Chart (a) shows population projections from ... to ...

From Chart ..., we can see the different shares of ...

The (highest) projection is for ... This is (nearly) ...

(Sea) is exactly / roughly ... of the total ...

Activity Book **Unit 5 pages 30–31 Activities 1–3**

D LISTEN AND READ Track 14

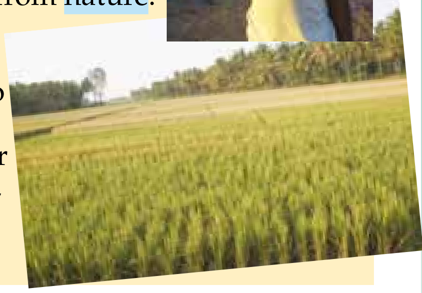


As the world's population rises, will we soon face a food crisis? This week, Our World Today *has been collecting opinions around the world.*

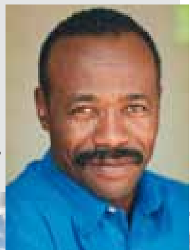
1 Neelam Reddy: farmer, rural northern India



'We're already facing a crisis. Thirty years ago, we went down 20 metres for groundwater to irrigate our crops. Now the water table is 200 metres down – ten times deeper! So we're taking far too much from nature. And the water is beginning to get salty. Nature can't go on like this, and nor can we! Because after the water turns salty, farming here will disappear.'



2 Joseph Nujoma: soil scientist, Namibia, SW Africa



'This area used to be grassland, and people here let their animals move round and feed freely. But the rising human population means too many animals, and so the plant cover is all being eaten. Without that cover, the earth is getting hotter and drier, and soon so will the air above. When that happens, the rain will stop and this land will become desert.'



3 Maria Rodas: housewife and mother, Guatemala, Central America



'It used to take 40% of our income to feed the family, but now I spend more than half. To save money we're buying less meat and eating more vegetables. But corn is one basic thing we can't live without, and that keeps going up, too. If it gets much more expensive, that'll be a real crisis!'



1 Do this task before you listen.

Look at the photos of speakers 1–3 and read the captions. Then describe the people and say what you know about them.

2 Listen and discuss these questions.

1 What similarities can you see between Neelam's and Joseph's stories?
2 What economic connection can you see between those stories and Maria's?

E GRAMMAR p32

1 Look.

Conjunction + present + future

We use other conjunctions similarly to *if/when* + present + future clauses.

If *it* ***goes up*** *much more, that* ***will be*** *a real crisis!*

After *the water* ***turns*** *salty, farming* ***will disappear****.*

When *that* ***happens****, the rain* ***will stop****.*

As *the population* ***rises****,* ***will*** *we* ***face*** *a food crisis?*

2 Answer the questions about the rest of your day. Re-use the conjunctions.

1 Where will you go **after** you leave school?
After I leave school, I'll …
2 Who will you probably see first **when** you get home?
3 Will you start your homework **soon after** you get home?
4 What will other family members probably be doing **as** you work?
5 How much work will you try to do **before** you stop for dinner?
6 What will you probably talk about **as** you eat?
7 What will you do **when** you finish your homework?
8 Will you do anything else **before** you go to bed?

F THINK ABOUT IT

Talk about any of the information in the charts that surprises you.

I'm very surprised that there's so little water we can actually use.

Activity Book Unit 5 page 31 Activities 4–5

5 LESSONS 3&4

FEEDING NINE BILLION

We should have learned from that.

forms of conditional statements

A READ

What on Earth are we going to do about food?

By Sam Carter, Director of *Only One World*

The human population will probably increase by nearly a third by 2050, and we had better prepare urgently for that situation. We have only quite small amounts of land and water to produce the food we will need. And the first danger is that we will reduce these limited resources further as we try to get more from them. If, for example, land is overused and not farmed sustainably, it will often turn into desert.

Another danger comes when we create new farmland. Take the 'Oklahoma Dust Bowl' in the American 'Great Plains'. Over a century ago, this enormous region's ancient grassland was replaced by two crops – corn and cotton – which were grown very intensively. Then came the hot droughts of the 1930s. The crops died. Worse, the light, dry soil became dust, and without either crops or grassland to hold it down, millions of tonnes were carried away in dust storms that spread south and east. Much of it finally fell into the Atlantic. The land became useless, and 2.5 million people had to move away – many west to California.

Those dust storms would never have happened if the grassland had remained. And if only the farmers had used less intensive techniques, the disaster might also largely have been avoided. We could and should have learned from that. Today, though, similar things are happening in China, Australia and Africa.

So what are we going to do to produce more food – and not less? Many believe the answer is 'GM' – genetically modified crops. Scientists can now add useful genes from one plant to another to create something new: something that may, for example, produce more fruit, resist disease better and use less water than its natural parent. However, there are worries that weeds could reproduce with artificial GM crops, take their 'wonder' genes and then take over the whole land.

Hydroponics offers a different solution. It starts from the fact that soil itself is not important to plants. They will grow as long as they get the soil's nutrients. When plants are grown in liquids which contain these nutrients and also lots of oxygen, they actually grow better and faster than plants in ordinary soil.



If humans ever lived in deep space or on Mars, they would grow their crops this way. Here on Earth, too, hydroponics might be the solution. We could grow our crops in a million places without soil – even in huge containers out at sea. As long as we started very soon to use hydroponics on a very large scale, it really could be the answer to my question.

1 Answer the multiple-choice questions.

1 By 2050, the human population will
a be three times greater. b rise by about 30%. c increase by three billion.

2 Millions left Oklahoma because
a farming had never succeeded there.
b the dust storms were terrible.
c the land could grow nothing.

3 The writer believes that
a new farmland must be farmed very carefully.
b farming on new land can never succeed.
c the land should have remained grassland.

4 The writer is clearly
a for GM. b against GM. c interested in other possible answers to the food crisis.

5 With hydroponics we can now grow crops in
a deep space. b many places without soil. c salt water.

2 Explain in your own words.

1 line 59: … take their '**wonder**' genes …
2 line 71: If humans ever lived in **deep space** …
3 line 75: We could grow our crops in **a million places** …
4 line 81: … the answer to **my question**.

B GRAMMAR p38

1 Look.

Forms of conditional statements: 1

They will grow ***as long as*** *(= if) they get the soil's nutrients.*

As long as *(= if) we started soon, it really could be the answer.*

2 Use *as long as* to change the following.

1 An early Oklahoma farmer: If we continue to get enough rain, our crops will grow well here.
2 Neelam Reddy: If the groundwater stopped getting saltier, we would be able to continue farming here.
3 Joseph Nujoma: Land like this will remain good for feeding animals if it is not over-used.
4 Maria Roda: I would stop buying meat completely if this meant that we could still buy corn.

Activity Book **Unit 5 pages 32–33 Activities 1–2**

C READ AND SPEAK

Complete the summary statements. Read out your summary.

1 We need to prepare urgently for the future because …
2 If we try to get too much food production from our limited resources of …
3 The 'Oklahoma Dust Bowl' disaster shows that it can also be very dangerous to …
4 Farmers might greatly have reduced this disaster if …
5 Sadly, the lessons have not been properly learned, and …
6 Many people believe that GM could help produce the food we will need because genes can be …
7 However, others worry that weeds would take over from every other plant if they …
8 Another solution to the food crisis may be hydroponics, which uses liquids, not soil, to …
9 Because of this, crops can be …
10 If this type of farming is …

D GRAMMAR p38

1 Look.

Forms of conditional statements: 2

We ***could have learned*** *from that, (but we didn't).*

We ***should have learned*** *from that, (but we didn't).*

We can also use the *could have / might have / should have / ought to have* forms in full third conditionals.

If only the farmers had used better techniques, they ***might have avoided*** *the disaster.*

Note: *If only the farmers had ...* means *I really, really wish the farmers had ...*

2 Use the 'unreal' forms to talk about the farmers.

1 It was possible for them to avoid the disaster.
  They could have / might have …
2 It was possible to plant crops that needed less water.
3 It was important to have a mixture of crops.
4 It was important to plant trees to break the wind.

E SPEAK

Work with a partner and discuss these questions.

1 If you had the chance to join the first community on Mars, how would you feel about
  a starting a new life on another planet?
  b leaving your old life behind forever?
2 If you had been an 'Okie' who had to leave the farm, how would you have felt about
  a starting a new life in California without any money?
  b leaving your very hard life behind forever?
3 Think of your favourite sports stars and teams. Have they been perfect during the last year? What could they / should they have done differently / better?

Activity Book **Unit 5 page 33 Activities 3–4**

5

LESSONS 5&6

FEEDING NINE BILLION
Proposing actions

A LISTEN AND SPEAK Track 15

1 Copy the words below. Then listen to Part 1 of the interview with Sam Carter, Director of *Only One World*. Copy and number the words 1–4 in the order that he discusses them.

recycle reduce repair reuse

2 Listen to Part 2. Note the order 1–8 in which Sam mentions ways a–h of recycling, reducing, repairing and reusing.

a

b

c

d

e

f

g

h


3 Match sentence halves from the boxes to describe pictures a–h in Exercise 2. Listen again to check your work.

1 Use an old ladder and old bags
2 Replace buttons
3 Turn off the lights
4 Store rain water
5 Cut pieces from old clothes
6 Add new pieces
7 Keep old pots and cans
8 Save old glass jars and bottles

a) to water garden flowers and vegetables.
b) to be turned into new ones.
c) that are missing from clothes.
d) to mend old furniture.
e) to plant flowers and vegetables.
f) when you leave a room.
g) and turn them into a bed cover.
h) to make a useful place for storing things.

B PRONUNCIATION Track 16

1 Practise your pronunciation. Copy the table, but leave room for two more words in each row. Then listen to Part 1 and repeat the words.

	Normal short vowel sound	vowel + *r*
1 a	glad /æ/	garden /ɑː/
2 e	mend /e/	merchant /ɜː/
3 i	sit /ɪ/	shirt /ɜː/
4 o	sock /ɒ/	sort /ɔː/
5 u	fun /ʌ/	furniture /ɜː/

2 Listen to Part 2 and write the words in the correct sections 1–5.

bat bar but burn century certain
citadel circle fit first packet part
pepper perfume pot port stop store
tunnel turn

3 Now listen to Part 3 and repeat the phrases.

1 It'll be fun to mend the furniture.
2 I'm glad you like the garden.
3 The citadel is almost a perfect circle.
4 Let's stop at the general store.
5 The merchants brought pepper and perfume.

C SPEAK

Cover A3 and look at the A2 pictures to give Sam Carter's examples.

He says we can / should / ought to / need to ...

D WRITING

Write a short essay about the four Rs – reducing, reusing, repairing and recycling. Use this pattern for your paragraph about each R.

Sequence marker	Action point	Example connector 1	Example	Example connector 2	Example
First of all,	we need to …	For example,			
Secondly,	we have to …	For instance,	we can …	To give another example,	we can …
Thirdly,	we must …	To give an example,	we should …	As another example,	we should …
Finally,	it is important to …	As one example,			

Use this heading: ***Saving precious resources***

Use this opening paragraph.

It is very important to avoid wasting precious resources, and there are many things we can all do to help save them.

Continue with your paragraph about the 1st R – reducing.

First of all, we need to reduce the amount of resources that we use. For example, …

Activity Book Unit 5 pages 34–35 Activities 1–2

E SPEAKING

Work with a partner and discuss these questions.

1 What can you yourselves easily do to follow the four Rs? You can use examples from A2–3 or your own ideas. Start like this.

I think I'll be able to (R) *if I* (action), *for example. I also think I can …*

2 What do you think your school or wider community could possibly do to follow the four Rs? Think of examples of waste. Start like this.

I feel we would be able to (R) *if we* (action), *for instance. I also feel we could …*

3 What do you think the world could have done differently in the past to follow the four Rs? Think of more examples of waste. Start like this.

I believe they would have been able to (R) *if they had* (action), *for example. I also believe they could have …*

Try also to use the forms: *They should have …*

F UNIT TASK

Choose the question in E – 1, 2 or 3 – which interested you most. Write a short essay about the points that you discussed, listing action points.

Activity Book Unit 5 page 35 Activity 3

DID YOU KNOW?

Wangari Maathai founded the Green Belt Movement in her native Kenya in 1977. She wanted to help women towards a better life, and also to stop the destruction of tree cover. Since 1977, over 40 million trees have been planted, and further environmental damage has been prevented in many areas. More than 30,000 women have also benefited. In addition to learning how to look after woodlands, they have also learned useful skills such as honey production. Wangari Maathai's work was recognised by the world when she received the Nobel Peace Prize in 2004.



Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: ways of comparing quantities

> *The lowest projection for 2050 is about **30%** less than the highest.*
>
> *Approximately **a seventh of** the world's land is desert.*
>
> *Lakes contain about **half** the total amount of active fresh water.*
>
> *The amount of water in the atmosphere is nearly **five times** the amount in all living things.*

You can already use percentages to state parts of a total, e.g.

Over 50% of the world's people now live in urban communities.

This is the easiest and usually the most exact way, but we also sometimes use fractions, e.g.

(a) half (of), a third of, a quarter of, a fifth of, a sixth of, a seventh of, an eighth of, a tenth of, a twentieth of.

Note that with *half*, we normally leave out *a … of*: compare examples 2 and 3 above.

You already know *half* and *quarter*. You also know the other words as ordinal numbers, e.g.

*The three friends came **third**, **fifth** and **sixth** in the race.*

With plural fractions, we keep the number at the bottom of the fraction as small as possible, e.g.

Three quarters of the Earth's surface is water. (Not six eighths.)

We can also say that one thing is greater than another: see example 4 above. Compare the following.

*Water near the surface is **five times** the amount / quantity in the atmosphere.*

*Grassland covers **twice** the area that is farmland. (Not two times.)*

Lesson 2: conjunction + present + future

You already know *if* / *when* + present + future clauses, e.g.

***When** the population **reaches** eight billion, we **will face** many problems.*

***If** the population **reaches** as high as ten billion, we **will face** disaster.*

We use the conjunctions *after* and *as* in a similar way.

> ***After** the plant cover **disappears**, farming **will become** impossible.*
>
> ***As** food prices **increase**, families **will have** less to eat.*

Lesson 3: forms of conditional statements: 1

You know the first and second conditional forms.

First conditional: ***If** land **is over-used**, it **will** often **turn into** desert.*

*Land **will** often **turn into** desert **if** it **is over-used**.*

Second conditional: ***If** humans **lived** in space, they **would grow** their crops this way.*

*Humans **would grow** their crops this way **if** they **lived** in space.*

The phrase *as long as* can take the place of *if* in many first and second conditional sentences.

> **First conditional**
>
> ***As long as** we **look after** our land well, it **will be** productive.*
>
> *Our land **will be** productive **as long as** we **look after** it well.*
>
> **Second conditional**
>
> ***As long as** people **used** hydroponics in space, they **would have** fresh food.*
>
> *People **would have** fresh food in space **as long as** they **used** hydroponics.*

The phrase *as long as* carries a positive idea: if something succeeds / succeeded, then something else will / would happen.

Lesson 4: forms of conditional statements: 2

You know the third conditional form.

*Those storms **would not have happened if** the grassland **had remained**.*

***If** the grassland **had remained**, those storms **would not have happened**.*

The *if* part of a third conditional expresses something 'unreal' – something that did not happen.

We have these other ways of expressing something unreal, too.

*The farmers **could have / might have grown** different crops. (But they didn't).*

*The farmers **should have / ought to have thought** more carefully. (But they didn't).*

We can also use *could have / might have* forms in full third conditionals.

*If the farmers had known more about soil science, they **might have saved** their farms.*

*The farmers **could have stayed** in Oklahoma if they had received the right advice.*

Note: ***If only** they had thought more carefully!* means: *I really, really wish they had thought more carefully!*

Activity Book Unit 5 pages 36–37 Activites 1–2

2 TO HELP YOU STUDY

Charts, graphs, tables, time lines and other diagrams can help you understand complicated sets of information, and it is important to be able to 'read' them. You may also need to create your own charts when you are making notes and also to support a spoken presentation or a piece of writing.

See Reference section page 111 for examples of different sorts of charts that you have seen before.

Time line **Line graph** **Bar chart** **Diagram of a process**

Now, in this Unit, you have also seen the following:

Fan chart
This is a special line graph which shows different possible developments in the future, e.g. high and low population projections.

Pie chart
This round chart shows the quantities of the different parts of something, e.g. the different types of land that together form the Earth's land surface.

When you produce a chart, you need to choose the type that is most suitable for the type of information that you want to show.

Imagine that you work in the Sales Department at the Erbil Qalat General Trading Company. Produce two charts that most appropriately show these sales figures for the last calendar year.

Monthly Sales (US$000,000)

J	F	M	A	M	J	J	A	S	O	N	D
2.7	2.5	2.8	3.1	2.9	3.2	3.0	2.8	3.1	3.3	3.2	3.4

Sales by Product Area (%)

Cars	Heavy vehicles	Furniture	Clothing	Electronic equipment	Construction materials	Office equipment
14	15	11	5	19	20	16

1 Choose the most suitable type of chart to show these sets of information.

2 Draw the charts.

Activity Book Unit 5 page 37 Activity 3

6 LESSONS 1&2

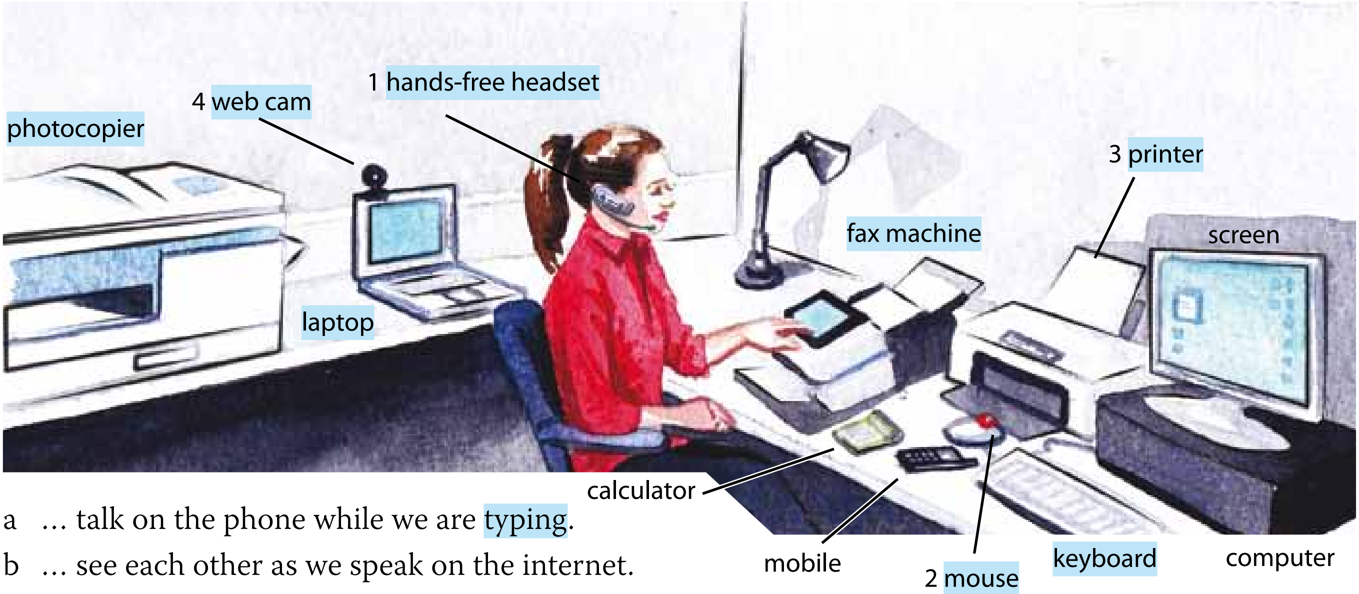
INTO THE INFORMATION AGE
That was when I started.

full and reduced relative clauses • clauses introduced by *how*, *what* and *when*, *where*, *why*

A READ, DO AND SPEAK

1 Match 1–4 and a–d to create definitions. Start like this.

A … is | an office machine / a piece of equipment | which / that allows us to … / (which) / (that) we use to …



a … talk on the phone while we are typing.
b … see each other as we speak on the internet.
c … print paper copies of computer documents.
d … move round the computer screen as we work.

2 Match speakers 1–4 to job descriptions a–d and create definitions. Start like this.

A (job title) like (Carla) is | someone who / that … / an expert who / that customers can ask to …

1 Carla Green



If your computer isn't working properly, contact me for advice.

2 Dave Ford



If there's something wrong with your phone line, I'll mend it.

3 Emma Lee



If the help-desk can't help, then bring your computer to me.

4 Steve Wright



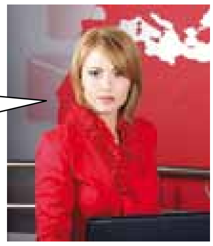
If you want people to find out about you on the internet, I can help you.

a Website designers create internet sites to help sell products or services, or to provide information.
b Help-desk advisers use the phone or email to help customers with IT hardware and software problems.
c Telecommunications technicians set up, test and repair telephone, internet and satellite systems.
d Computer service technicians install new computer systems, upgrade software and repair computers and related computer equipment (e.g. printers).

Activity Book Unit 6 pages 38–39 Activities 1–2

B LISTEN AND READ Track 17

Today, we live in the Information Age, and this week Our World Today *hears from some young people whose jobs are at the heart of this amazing new world. We asked how they came to the jobs they're in.*



Carla Green, help-desk adviser: At school, my best subject was Information and Communication Technology. So that's why I did IT at college. But I wanted a career that needed more than IT skills. You see, I've always liked helping people. For example, I used to work as a volunteer on a telephone helpline for young people with emotional problems.

That led me to my job with this company. This is a place where I can use my people skills as well as my technical training. People are often upset when they call, and it's really nice to solve their problems with them, step by step. They're always very happy at the end!



Steve Wright, website designer: I went to university to study architecture, but I changed after a year. You see, my brother was already a website designer, and he was having a lot of fun. That was the reason why I got interested, and then he helped me build a website for the university basketball team. I really enjoyed the experience, and that was when I started to realize that I was doing the wrong course. After a lot of thinking, I decided that website design was the career for me. Luckily, I was allowed to change courses to IT, and I was then able to specialize in computer graphic design. I finally graduated two years ago.



1 Before you listen, do the tasks.

1 Identify the people in the pictures.
2 Say what they do.
3 Describe what they are doing.

2 After you read, answer the questions.

1 Why is Carla's job especially 'right' for her?
2 What similarity is there between the people she helped as a volunteer and the people she helps now?
3 What steps took Steve from studying architecture to graduating in IT?

C GRAMMAR p46

1 Look.

Clauses introduced by *when, where* and *why*

This is (a place) ***where I can use*** *my people skills.*

That was (the reason) ***why I got interested****.*

That was (the time) ***when I started*** *to realize.*

The words *when*, *where* and *why* often come after and refer to a noun in the previous clause.

2 Find another *why* clause in the texts.

3 Talk about a family trip.

Let me tell you about the time when we went to...

The reason why we went there was because...

(Name) was the place where we...

Activity Book Unit 6 page 39 Activity 3

D SPEAK

Play three communication games with a partner.

1 Take turns to create definitions for other things in the office in A1.
  A I'm thinking of (an office machine) (which) / (that) ...
  B Ah! You mean a ..., don't you?
2 Take turns to create definitions for other jobs that you know.
  A I'm thinking of a person (who) / (that) ...
  B Ah! You mean a ..., don't you?
3 Take turns to talk about important dates and places that you know.
  A This was where (the Pyramids were built).
  B Ah! You mean (Giza, near ...), don't you?
  A This was when (conservation work on Erbil Citadel began).
  B Ah! You mean (the year ...), don't you?

6 LESSONS 3&4

INTO THE INFORMATION AGE

People join so as to chat to friends.

relative clauses with extra information • expressing purpose

A READD

1

Fibre optics

Until a few years ago, most international phone signals were sent via satellite. However, fibre optics is now being used much more to carry communications. The thin glass fibres, which can transmit a signal at the speed of light, are not a new invention. For example, they were used in the Photophone by Alexander Graham Bell, who had earlier invented the telephone.

5 From the early 20th century, these thin glass fibres became important in medicine for the purpose of looking inside the human body.

The next big step came in the 1960s and 70s. It was then that scientists improved the technology in order to use it over long distances. NASA, which regarded fibre optics as 'top secret', used it on the Apollo spacecraft that landed on the moon in 1969.

10 Although the basic internet already existed, the modern digital age began with the first website in 1991. But the internet only really took off globally after 2000. Today, underground and underwater fibre optic cables reach around the world. With the use of this new technology, internet speeds are certain to increase far into the future.

When did Bell invent this?

Who was it created by?

What did he use it for?

2

Inventors

British computer scientist Tim Berners-Lee, who invented the World Wide Web in 1991, did so to share research
15 information with other scientists more efficiently. Though billions of dollars are made through it, Berners-Lee gave it to the world for free.

Alexander Graham Bell, although famous for inventing the telephone in 1875, produced many other ideas. His
20 Photophone, for example, introduced the use of basic fibre optics in 1880.

3

Internet

Before the late 1970s, there was no internet: now there is no escape from it. It was first developed so that scientists could share information more easily, but far wider uses for it were soon found. With millions of websites such as *Wikipedia*, which is a free encyclopedia, the internet remains a wonderful source of
25 information. You can also now buy almost anything online from shopping websites.

And that is not all. There are in addition various social sites, which people join so as to chat to friends or to people with similar interests. Again, the internet supports education, for example with *SchoolNet*, which provides both information and interactive sites for schools to share. It was first developed in Canada so as to bring the outside world to schools in small communities across this huge country. Teachers had to build a
30 system that connected schools and libraries, and also check, choose and create over 5,000 suitable websites. After ten years' work, it was launched in 1999, and it was a big success. Today, *SchoolNet* has gone global and helps 2,000,000 students in 34 countries.

For example?

For example?

1 Before you read, answer these questions.

1 Where do you think the texts have come from?
2 Why might the questions on the right be there?

2 After you read, do these tasks.

1 Say how printout 2 relates to printout 1.
2 Answer the questions to the right of printout 1.
3 Say how printout 3 relates to printout 1.
4 Try to answer the questions to the right of printout 3.

3 Say what the printouts tell you about these dates and numbers.

the 1960s and 70s   1991   after 2000   billions   ten years   2,000,000   34

4 Explain in your own words.

1 line 10: … the internet only really **took off** ….
2 line 22: now there is **no escape** from it.
3 line 29: … bring **the outside world** to schools.
4 line 31: … it was **launched** in 1999.

B GRAMMAR p46

1 Look.

Relative clauses with extra information

They were used by ***Bell, who had earlier invented the telephone****.*

These glass ***fibres, which can transmit a signal,*** *are not a new invention.*

2 Find more examples in the printouts.

C SPEAK

1 Say the names of your favourite TV and radio programmes. Then add extra information.

My favourite (TV) programme is (name), which is about …

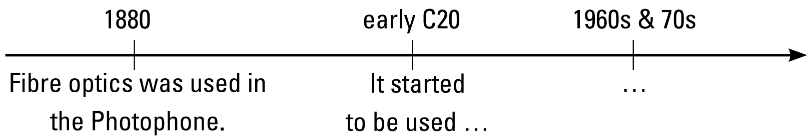
2 Say the names of your favourite TV and film actors. Then add extra information.

My favourite (film) actor is (name), who stars in …

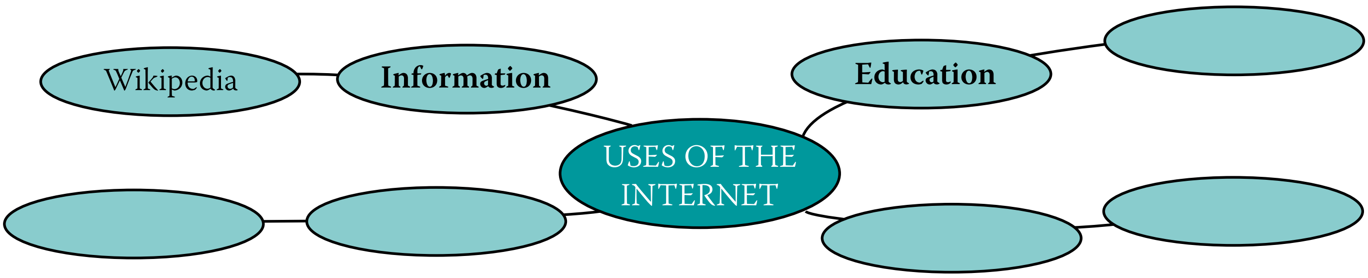
Activity Book **Unit 6 pages 40–41 Activities 1–3**

D READ AND DO

1 Copy and continue the time line.



2 Copy and complete the network. Add your answers to the printout 3 questions.



E FUNCTIONS p47

1 Look.

Expressing purpose

They are being used ***to carry*** *communications.*

Scientists improved the technology in ***order to use*** *it over long distances.*

People join these sites ***so as to chat*** *to friends.*

They developed it ***so that they could share*** *information.*

Fibre optics became important ***for the purpose of looking*** *inside the human body.*

2 Discuss the grammatical structures.

1 Explain the similarity between the first three forms.
2 Explain the differences between the last two forms and the first three.

F THINK ABOUT IT

Answer these questions. Use expressions of purpose.

1 Why do you think doctors wanted to use fibre optics to look inside the human body?
2 Why do you think teachers spent so long checking and choosing websites for SchoolNet?

Activity Book **Unit 6 page 41 Activity 4**

DID YOU KNOW?

The internet started in the USA in the 1970s as a limited system for exchanging scientific information. However, when the World Wide Web (the www that starts every website address) was invented in 1991 it allowed documents to be linked in new ways. This in turn led to the many applications of websites that we see today.

6 LESSONS 5&6

INTO THE INFORMATION AGE

Describing, arguing for and against, concluding

A LISTEN AND UNDERSTAND Track 18

1 Identify all the communications equipment you can see in the pictures.

2 Listen for the ones that are mentioned in the poem.



New Frontiers

I am a techno traveller,
I have the gear you need
To travel round the world
With supersonic speed.

Inside my office block you'll find
A very special room
Where all the latest gadgets are
To help me quickly zoom

Across the globe and back again,
(Though my passport is at home)
Without a plane or car or train
I'm completely free to roam,

Because I am a techno traveller,
Though I never move a metre,
With computer, fax and telephone
I'm the land speed record beater!

Coral Rumble

3 Listen to your teacher's explanations. Then note other words that you still do not understand.

4 Get meanings from words you already know.

	new word	known words
line 1:	**techno** traveller	**techno**logy, **tech**nician

5 Get meanings from your dictionary. Study the context and decide which must be the right definition.

line 2: **gear**

> **gear** /gɪə/ v to design or organize something so as to be right for a particular purpose, situation or group of people *These books are geared towards young people.*

> **gear** /gɪə/ n **1** a piece of equipment that controls how much power goes from an engine to the moving parts of a machine, e.g. a car *You'll need to go into a lower gear to get up this steep hill.* **2** the equipment, clothes, etc, that you need for a particular activity, e.g. *fishing / climbing gear.*

6 Get meanings from context. Work out the meanings of these words – a, b or c.

1 line 7: **gadget**
   a office furniture, e.g. desk and chair
   b piece of equipment
   c a person who works in an office

2 line 12: **roam**
   a go wherever one wants
   b stay at home
   c go straight to a particular place

3 title: **frontier**
   a the line between two countries
   b the line between safety and civilization and a region that is wild and dangerous
   c the farthest edge of what we know or what is scientifically possible

7 Find the poem's rhyme scheme.

1 Find the words that rhyme in verses 1, 2 and 4. Write them in pairs and add the phonetics for the syllables that rhyme.

2 Find the difference in the verse 3 rhyme scheme. Write the rhyming words in pairs and add their phonetics.

8 Find the rhythm of the poem.

Copy lines 1–4 of the poem. Then listen and mark the syllables with strong and weak stress.

– • – • – • – •

I am a techno traveller,

9 Listen again. Then read the poem aloud.

Show the rhythm of the poem as clearly as you can.

Activity Book Unit 6 page 42 Activity 1

B WRITE

Work with a partner to write a short essay with the title *Fibre optics and the internet*.

1 Work with your partner to expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 1.

/ development / internet (closely connect) with / earlier development / fibre optics, which (take) many years

The development of the internet was ...

2 Together with your partner, expand your time line notes from Lesson 4 D1 page 43 to continue paragraph 1. Start like this.

Fibres optics was used in the Photophone in 1880. Then, in the early twentieth century, ...

Start the sentences with these linking expressions.

Some time after that, ... in (decades)

During that period, in (year), ...

Not long after that, in the late (decade), ...

This was followed by ... in (year)

Just eight years later, in (year), ...

The internet really ... after (year)

3 Work with your partner again. Expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 2.

although it (only invent) / late 1970s, many uses / internet (find), / it (change) / way billions / people live / do things today

Although it was only invented in the late ...

4 Together with your partner, expand your network notes from Lesson 4 D2 to continue paragraph 2 like this.

First of all, it provides information through websites such as ...

Secondly, there is online shopping, which we can do through websites like ...

Thirdly, we can join social sites such as ..., which ...

Again, ... is supported by SchoolNet, for example, which ...

Activity Book **Unit 6 page 42 Activity 2**

C UNIT TASK Track 19

1 Listen to the discussion of points for and against the internet. Read notes a–d below and write the order that you hear them, 1–4.

a Can communicate with friends & others, e.g. on Facebook, whenever you want.

b Too much info on websites, incl rubbish. Hard to find what you want.

c Whatever you need to know, you can find something somewhere.

d Many websites not just useless — they're actually really bad, e.g. saying things that aren't true.

2 Discuss setting up SchoolNet for Kurdistan. Think about the following as you answer questions 1–3 below.

* the notes in 1 on points for and against the internet
* the experience of the Canadian teachers who set up SchoolNet there

You can vote to come to a clear decision on each question – 'Yes' or 'No'.

1 Should SchoolNet Kurdistan offer completely open access to the internet?

2 Should students be allowed access only to sites that Kurdistan's Ministry of Education has accepted?

3 Should access be available only to websites that SchoolNet Kurdistan has created?

3 Prepare to write a short report for your class to the Ministry of Education. You will be using this heading:

What sort of SchoolNet do we need in Kurdistan?

Use the points in C1 a–d to help you discuss what you will need to write.

Activity Book **Unit 6 page 43 Activity 3**

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: full and reduced relative clauses

*A printer is an office machine **which / that** allows us to produce paper copies.*

*A website designer like Steve is an expert **(who) / (that)** we can ask to create internet sites.*

This type of relative clause completes the meaning of the sentence: it adds something about a thing or a person in the first part of the sentence that we really need to know.

We use *which* or *that* to refer to a thing or an animal in the first part of the sentence.

We use *who* or *that* to refer to a person in the first part of the sentence.

These words – *which, who, that* – are relative pronouns. The relative pronoun refers back to a noun in the first part of the sentence. It can be the subject of the relative clause (Example 1). It can also be the object of the relative clause (Example 2). If it is the object, we can leave it out. Compare these further examples.

(subject) ↓ *which* … (object) ↓ *the old ones*

*These are the new computers **which** are going to replace **the old ones**.*

(object) ↓ *(which)* … (subject) ↓ *the manager*

*These are the new computers **(which) the manager** bought last month.*

(subject) ↓ *who* … (object) ↓ *the new computers*

*There's the manager **who** bought **the new computers**.*

(object) ↓ *(who)* … (subject) ↓ *the company*

*There's the manager **(who) the company** asked to buy the new computers.*

Lesson 2: clauses introduced by *when, where* and *why*

*Grade 11 was (the time) **when** I decided my future career.*

*Witney College was (the place) **where** I studied Office Skills.*

*My interest in IT was (the reason) **why** I applied for my new job.*

We may just say, e.g.

*Grade 11 was **when** I decided my future career.*

But we also often say *the time when*, *the place where* and *the reason why*, e.g.

*Grade 11 was **the time when** I decided my future career.*

Lesson 3: relative clauses with extra information

*Fibre optics interested **NASA scientists, who then used the technology on Apollo.***

***The Photophone, which Bell invented in 1880,** was the first practical use of fibre optics.*

This type of relative clause is different from the type in Lesson 1. That type completes the meaning of the sentence: this type adds extra information.

We show that the information is extra with commas. We put a comma (see Example 1 above) or commas (see Example 2) between the main part of the sentence and this extra information. We introduce this sort of clause with *who* for people and *which* for things or animals. We never use *that.*

Compare these relatives.

*Bell was one of several **people who** were racing to invent the telephone. (Lesson 1 type)*

*Bell invented the **telephone, which** became one of the world's great inventions. (Lesson 3 type)*

Lesson 4: expressing purpose

*Bell used fibre optics **to build** his Photophone.*

*Fibre optics was used **in order to look** inside the human body.*

*Berners-Lee created the World Wide Web **so as to share** information.*

*He gave it to the world **so that everyone could use** it freely.*

*SchoolNet was developed **for the purpose of connecting** schools to the internet.*

The first three forms all use *to* + infinitive to express purpose. The basic form – *to* + infinitive – is the most informal one and the one that is most often used. The other forms put more focus on the idea of purpose. The form *in order to* + infinitive is the most formal and is used more in writing than in speaking. With *so as to* and *in order to* we can create negative forms.

*We're leaving home early **so as not to be** late for the big match.*

*We're leaving home early **in order not to be** late for the big match.*

(There is no negative with *to* + infinitive.)

We also express purpose with *so that* + normal verb forms.

*We're leaving home early **so that we'll get** to the big match early.*

*We're getting to the match early **so that we can get** good seats.*

To express negative purpose, we add *not* to the following verb.

*We're leaving home early **so that we will not (won't) be** late for the big match.*

The form *for the purpose of ~ing* is quite formal, and we use it mainly in writing.

Activity Book **Unit 6 pages 44–45 Activities 1–2**

2 TO HELP YOU STUDY

As your English gets better, you need to use your dictionary more. (It gives much more information than the Alphabetical Wordlist in this book can.)

Think about the word *order*. You have now seen three uses of this word:

*Put the words in the right **order**.* (in Grade 7)

*Are you ready to **order** (your meal).* (in Grade 8)

*Scientists improved optic fibres **in order to** use them over long distances.* (in this unit)

1 Say what each use is – a verb, a noun or a phrase.

2 Now turn to the dictionary entries in the Reference Section, page 112. Find the above uses again in the dictionary entries. Read out the examples.

3 Now find the entries for these new uses. Read out the dictionary examples.

1 What's happened to our order for ten new photocopiers?
2 The fax machine is out of order, so I've called a technician.
3 You're not in charge, so stop ordering me to do things.
4 We're ready to go when you are, so you just have to give us the order.

4 Look at the notes on the left and right and find all the types of information that the Alphabetical Wordlist in this book does not give. Say what sorts of information you find most useful.

Activity Book **Unit 6 page 45 Activity 3**

7 LESSONS 1&2

WORKING TOGETHER FOR A BETTER WORLD

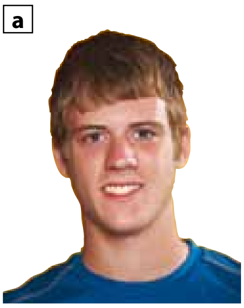
We humans always try to do the impossible.

adjectival participle clauses • verb + infinitive; verb + *~ing* form • *used to*; *be / get used to* + *~ing*

A LISTEN AND DO Track 20

It is Friday, and the last big Conference discussion – *The World's Top Priorities for 2025* – has just ended. A *New York Post* reporter, Chris Carr, is listening to his recordings to make sure he knows who said what.

1 Look at photos a–d and their captions. Listen and note the order in which they speak.

a

Leon Beck – Germany

b

Maria Delgado – Argentina

c

Azad Qadir – Iraq

d

Tessa Stone – Australia

2 Read the list of priorities 1–6. Listen again and note the ones that are mentioned.

1 Develop cures for all the remaining 'killer' diseases such as malaria.
2 Explore space to find other planets where humans could live.
3 Give every child a proper education and good health care.
4 Reach a world agreement to get rid of all weapons of war.
5 Reduce atmospheric emissions so as to limit climate change.
6 Find technological solutions to the coming world food crisis.

B GRAMMAR p54

1 Look.

Participle clauses 1: describing actions

*That was Maria Delgado **introducing the discussion**.*

*I recorded Leon **arguing for Priority 3**.*

2 Complete the statements.

The (first) speaker was … from …
arguing for Priority 3.
disagreeing with the previous speaker.
introducing the discussion.
requesting comments from the audience.
supporting Priority 1.

3 Make more statements.

Chris recorded		arguing for …
We heard		disagreeing with …
We listened to	(name)	introducing …
I remember		requesting …
It was interesting to hear		supporting …

C SPEAK

If I were at the Conference, I would
agree / disagree with the (2nd) speaker.
argue for / against Priority (3).
(not) support the (3rd) speaker / Priority (4).

Activity Book Unit 7 pages 46–47 Activities 1–2

D LISTEN AND READ Track 21



Alhaji Buhari – Nigeria

I can't help feeling that Priority 4 is very unrealistic as a short-term aim. For one thing, humans have never managed to give up their weapons before. For another, there appear to be as many international disagreements as ever. What's more, arguments over resources like water are getting more dangerous. So in today's world, not many countries would risk giving up their weapons.

But that said, it certainly is an excellent long-term goal.



Sita Kumar – India

Priority 2 makes me think of the poor kids in my home city, Kolkata. Try telling them that finding new worlds is important! Their priority is just finding something to eat! No, I don't consider looking for other worlds is important in the short-term. We need all our resources to sort out our own.

Despite that, though, I'd hate to forget space exploration completely. We humans always try to do the impossible. After all, much that we do today used to be impossible. So perhaps in the very long-term we really will succeed in moving into space.



Rosa Gomez – USA

Perhaps the previous speaker didn't intend to support Priority 6, but she started to do just that when she mentioned those hungry children. In rich places like New York, we aren't used to seeing people with nothing to eat. But we'd better start producing a lot more food, or we'll soon have to get used to seeing millions!

After you read, answer these questions.

1. Do the three speakers feel that the priorities they discuss should be long-term or short-term goals – or not be goals at all?
2. What other resources 'like water' do you think Alhaji Buhari might have in mind?
3. What sorts of thing might Sita Kumar have in mind when she says, 'Much that we do today used to be impossible'?
4. Two large cities are mentioned. How do we understand them to be different?
5. Think of the seven speakers you have heard in Lessons 1 and 2. Which continents – Africa, Antarctica, Asia, Australia, Europe, North America and South America – do they come from? Which has two representatives? Which has none?

E GRAMMAR p54

1 Look.

Verb + infinitive; verb + *~ing* form

Most verbs that can take a second verb form only go with one or the other.

*There **appear to be** many disagreements.*

*Not many would **risk giving up** their weapons.*

Some take both with little or no meaning change.

*She **started to do** just that.*

*We'd better **start producing** a lot more food.*

A few take both with big meaning changes.

*We always **try to do** the impossible.*

***Try telling** them that it's important!*

used to + infinitive; *be / get used to* + *~ing*

*Everything we do **used to be** impossible.*

*We'll have to **get used to seeing** millions!*

2 Read to find more examples of verb + infinitive and verb + *~ing* form.

3 Work with a partner. Talk about these things.

1. differences between the past and present.
   I used to (play tennis) a lot, but now I prefer …
2. things that will be new and strange or difficult when you leave school.
   I will have to get used to (living away from home).

F THINK ABOUT IT

1 You are in the Youth Conference audience. Add your comment about any of the priorities – positive or negative. Explain your opinion.

2 Have a class vote to decide the most important priority.

Activity Book Unit 7 pages 46–47 Activities 3–4

7
LESSONS
3&4

WORKING TOGETHER FOR A BETTER WORLD

Before leaving, I inquired how she felt.

A READ

Reporter Chris Carr recently turned from the Youth Conference to another focus of international cooperation – the Amundsen-Scott South Pole Station in Antarctica.



LIVING WITH THE INTERNATIONAL TEAM IN ANTARCTICA

Day 1: Tuesday, November 5th

It is the start of the Antarctic summer, and I am on a flight to the South Pole. After travelling for 70 hours from America, we can finally see the Station – though it still looks tiny on this huge sheet of ice. Like the other 33 passengers, who come from five different countries, I can't wait to get there. They are nearly all scientists and technicians travelling to the Pole to work on various projects. I am with them to report on life at the Station.



Despite the fact that it is midnight when we land, it is light and the sun is still up. That does not mean it is warm: on leaving the plane, we immediately face a temperature of –65°C. As we go, a team from the Station drives past to get the food, fuel, spare parts and everything else the plane has brought. When I look back, I see them busily unloading these precious supplies, and I hear the plane's engines still running.

Day 2: Wednesday, November 6th

Amundsen-Scott stands on nearly 11,000 feet of ice. This is over two miles above sea level, but I felt fine this morning, and I was ready for anything. During breakfast, I started chatting with a Swedish scientist called Dr Ingrid Ullsen. Then she kindly offered to show me round, and I agreed. I was amazed at the facilities, including a large science hall, conference rooms, a communications centre, an excellent gym and three sleeping areas. I asked whether there was a big difference in visitor numbers between winter and summer. Ingmar told me that as many as 250 had to sleep there in mid-summer.

Finally, she asked if I would like to see the hydroponics unit. While taking me through this amazing room full of plants, she asked me to try a fresh salad for lunch at midday. 'If you do,' she said, 'this is where it will be from.'

Just before leaving Ingrid to start work with her very international team, I inquired how she felt about using English all the time. 'I don't have a problem as it's the main language of science,' she replied. Then she added, 'And I love working here with people from all over the world. Everyone's friendly and cooperative. After all, we're all 'Polies' together here!'

1 Correct the statements that are wrong.

1 Chris Carr travelled to the South Pole to do scientific research.
2 There were 33 people on Chris Carr's plane.
3 The temperature at the Pole was 65°C.
4 Amundsen-Scott is as far above sea level as the top of a big mountain.
5 The hydroponics unit is there to grow flowers.
6 All scientific work around the world is done in English.

2 Read to find the correct meaning.

1 line 28: … and I **agreed**.
2 line 34: … as many as **250** …
3 line 38: 'If you **do**,' she said, '**this** is where it will be from.'

3 Explain in your own words.

1 … start work with her **very international** team

2 '…we're all '**Polies**' together here!'

B GRAMMAR p54

1 Look.

Reported speech forms

*Ingmar **told me that** 250 **had to** sleep there.*

*Then she **offered to show** me round.*

*I **asked whether / if** there **was** a big difference.*

*I **inquired how** she **felt** about using English.*

2 Turn all the direct speech in the text into reported speech.

3 Work with a partner to turn all the reported speech in the text into direct speech. Then act out the mini-conversations.

Activity Book Unit 7 pages 48–49 Activities 1–2



C READ AND SPEAK

Chris wants to add comments at the ✗ points in his report.

1 Add three comments at the ✗ points for Day 1. Add three more comments at the ✗ points for Day 2.

2 Read out the complete sentences.



Comments for Day 1:

… because Antarctica's six-month summer 'day' has begun.

… due to the fact that the cold would damage the plane if they were turned off.

…, which is 3,000 miles from the nearest town — in southern Argentina.

Comments for Day 2:

… although there was no problem during the winter, …

Despite all our different cultures, …

… so the atmosphere is very thin and people often get ill, …

D GRAMMAR p55

1 Look.

Conjunction + participle clause

***While taking** me through this room, she asked me to try a salad.*

***After travelling** for 70 hours, we can finally see the Station.*

***On leaving** the plane, we immediately face a temperature of –65°C.*

***Just before leaving** Ingrid, I inquired how she felt.*

2 Make true statements using these participle clauses.

Before leaving home this morning, I …

(While) coming to school, I …

On getting here, I (immediately) …

(Just) after getting here, I …

E THINK ABOUT IT

1 What kinds of research might scientists want to do at the South Pole?

2 If you had the chance to go to the South Pole a) during the summer or b) during the winter, what do you think life might be like?

Activity Book Unit 7 page 49 Activities 3–4

7 LESSONS 5&6

WORKING TOGETHER FOR A BETTER WORLD
Turn taking in discussion

A LISTEN AND DO Track 22

1 Study the table and make sure you understand the vocabulary.

Advantages
a Can help many people help themselves.
b Provide a lot of short-term help.
c Have the power to help lift the whole economy quickly.

Sources of help
1 **Aid programmes** through charities and volunteers
2 **Microfinance schemes** to help start and grow small businesses
3 **World Bank loans** to governments for big projects, e.g. roads

Disadvantages
d Cannot provide large-scale infrastructure development.
e May damage local business.
f Often lead to huge national debts.

2 Listen and note who is for (✓) and who is against (✗) *Sources of help* 1, 2 and 3.

(LB = Leon Beck, AQ = Azad Qadir, TS = Tessa Stone)

✓ TS ____ Source 1 ✗ ______
______ Source 2 ______

3 Study advantages a–c and disadvantages d–f and make sure you understand the vocabulary.

4 Listen again and add the advantages and disadvantages that the speakers mention.

✓ TS - b Source 1 ✗ ______

5 Read the pairs of useful expressions. Listen again and note the one you hear each time – a or b.

1 a Tessa Stone, can I ask you to begin?
  b Tessa Stone, would you like to start?
2 a It seems to me that aid programmes are the most important thing.
  b In my opinion, aid programmes are very important.
3 a Excuse me, but I'd like to say something here.
  b Sorry, but I feel I need to say something here.
4 a I agree that aid programmes can provide a lot of short-term help, but …
  b It's true that aid programmes can provide a lot of short-term help. However, …
5 a I see your point, but on the other hand, …
  b I take your point, but think of it this way.
6 a So what do you suggest instead?
  b So do you have a different suggestion?
7 a Leon Beck, perhaps you'd like to say something here.
  b Leon Beck, would you like to come in at this point?
8 a Think of the case of the High Aswan Dam, for instance.
  b Take the case of the High Aswan Dam, for example.

B PRONUNCIATION Track 23

A lot of words in English have letters that we do not say. Here again, we need the help of phonetics.

1 Read out these words from the discussion. Then check their phonetic spellings to make sure you have pronounced them correctly. Say which letters are silent.

1 bridge /brɪdʒ/
2 debt /det/
3 through /θruː/
4 half /hɑːf/
5 rebuild /ˌriːˈbɪld/
6 when /wen/
7 would /wʊd/

2 Listen to Parts 1 and 2 and repeat.

3 Look through the Alphabetical Wordlist (see page 113) and find more words with silent letters.

C SPEAK

Look at your A4 notes again, and have a discussion with three partners.

1. Choose a leader (like Maria) who makes sure all opinions are properly heard.
2. Make sure one person will speak for each source of help.
3. Use expressions from A5.

D WRITE

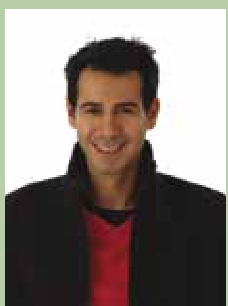
Take the part of Chris Carr and report your discussion. Use your A1 notes and this framework to write the report in three short paragraphs – one for each exchange of opinions.

	argued for ...,	saying that ...	
(name)	supported ...,	stating that ...	But ...
I	argued against ...,	believing that ...	However, ...
	disagreed with ...,	pointing out that ...	
		making the point that ...	

Activity Book **Unit 7 pages 50–51 Activities 1–2**

E UNIT TASK Track 24

Some time later, Chris Carr had the chance to see and report on microfinance in action.



1 Listen to the interview and make brief notes of important parts of the interview. Note things that Chris says, as well as Ibu Dhanani's replies.

2 Take the part of Chris Carr and prepare to report the conversation in an article for the *New York Post* called SMALL FINANCE SCHEME BRINGS BIG BENEFITS.

3 Follow Chris's introduction with a new paragraph for each exchange between the speakers.

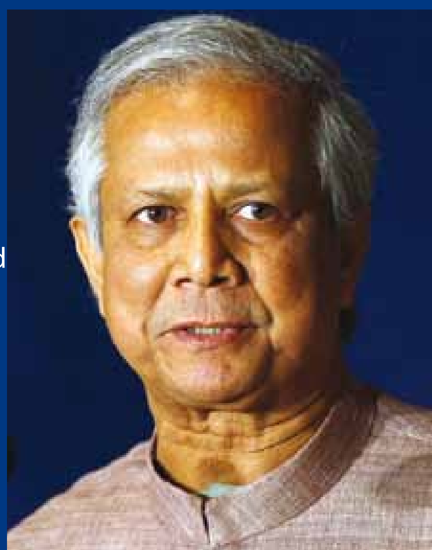
4 Follow the start of the concluding paragraph with your own ideas.

Activity Book **Unit 7 page 51 Activity 3**

DID YOU KNOW?

Born in 1940, Muhammad Yunus grew up in Bangladesh (then East Pakistan). There and in the USA, he studied and later taught rural economic development. He discovered that the poor were kept poor because they could not get the small bank loans they needed to develop new businesses. He therefore lent his own money – just $27 was all that was needed – to a group of Bangladeshi women making furniture. It worked, and other projects followed. Then he set up the independent Grameen (Village) Bank in 1983 to run the new microfinance scheme. This has now spread to help poorer people – mainly women – build small businesses in many countries.

With the financial help of local partners, loans averaging $220 have been made to over eight million borrowers, and the rate of repayment is nearly 100%. Grameen helps in countries as different as the USA and Indonesia. In the Middle East, it is already active in Egypt, Lebanon, Syria and Jordan.



The work of Muhammad Yunus was recognized internationally when in 2006 he received the Nobel Peace Prize.

Language Focus

1 GRAMMAR AND FUNCTIONS

Lesson 1: participle clauses 1: describing actions

That was my cousin ***talking on the phone****.*

We watched my uncle ***appearing on TV****.*

We often introduce a person and then describe that person's action with an *~ing* participle clause.

We can introduce the person with *be*: *That* ***was*** *my cousin ...*

Or we can use a verb like *hear, notice, record, remember, see, watch*: *We* ***watched*** *my uncle ...*

Lesson 2: verb + infinitive; verb + *~ing* form

Some verbs are often followed by a second verb form. This may be an infinitive or an ~ing form.

Our old car ***appears to have*** *a lot of problems.* (verb + infinitive)

We can't ***risk driving*** *it very far.* (verb + *~ing* form)

More verbs that take an infinitive:

afford, agree, aim, arrange, ask, choose, decide, fail, hope, intend, learn, manage, need, offer, prepare, promise, refuse, seem, try, want

More verbs that take an *~ing* form:

avoid, can't help, consider, dislike, enjoy, finish, keep, mind, miss, succeed in, suggest

Some can take both with little or no meaning change.

She ***started to explain*** *her ideas.*

We should ***start listening*** *to her ideas.*

More verbs like this:

begin, continue, dislike, hate, like, love, prefer

When we use *would* with *like, love, hate, prefer,* we are usually talking about one event. In this situation, the second verb is always an infinitive.

Would you like to come for dinner on Saturday? // Thanks, I'd (I would) love to!

A few can take both with big meaning changes.

We must ***try to escape*** *from this huge forest.*

Let's ***try following*** *this stream. (= Do it and find out what happens.)*

More verbs like this:

forget, go on, mean, stop, remember

Compare the following.

I will never ***forget learning*** *to swim.*

Please don't ***forget to buy*** *some eggs tomorrow.*

We have to ***go on working*** *till we finish the job.*

After leaving one job, he ***went on to get*** *a new one.*

It's getting dark. That ***means finding*** *a place to sleep.*

I'm very sorry! I really didn't ***mean to upset*** *you*

I ***remember learning*** *to swim when I was small.*

I must ***remember to buy*** *some eggs tomorrow.*

Please ***stop driving*** *so fast.*

I must ***stop to get*** *some petrol.*

used to **+ infinitive;** ***be / get used to*** **+** ***~ing*** **form**

I used to live *in a village when I was young.*

Now ***I****'ve got* ***used to living*** *in a city.*

We use *used to* + infinitive for things that we often did in the past.

I ***used to play*** *football every day when I was small.*

We use *be / get used to* + *~ing* for things that are new and strange or difficult when we first start doing them.

After moving from the country, it was hard to ***get used to living*** *in the city. But now I****'m used to being*** *here, and I'm happy with our new lifestyle.*

Lesson 3: reported speech forms

After her TV show, Chinar ***told me that she had*** *time to talk.*

Then she ***offered to answer*** *my questions.*

I asked if / whether she enjoyed *being a star.*

I also ***inquired when she would start*** *her US tour.*

We often report in the present, e.g. on the telephone.

It's Nasreen. She ***says*** *she* ***needs*** *to speak to you.*

However, we usually move back a tense when we report things said in the past.

Nasreen phoned yesterday, and ***she*** *said she* ***needed*** *to speak to you.*

With offers, invitations, requests and instructions we use a reporting verb + infinitive.

She ***asked*** *me* ***to give*** *Rondik a message.*

With *Yes/No* questions, we use a reporting verb + *if / whether* + verb in statement form.

She ***asked if Rondik would be*** *free tomorrow. (Question: '****Will Rondik be*** *free ...?')*

With *Wh* questions, we use a reporting verb + *wh* word + verb in statement form.

She also ***asked when Rondik would be free*** *on Saturday. (Question: '****When will Rondik be*** *free ...?)*

If the 'report' is to a different person, at a later date and in a different place, changes like these are needed.

'Will ***you*** *be* ***here tomorrow****?' Nasreen asked Zara.*

Nasreen asked Zara whether ***she*** *would* ***be there the next day****.*

Lesson 4: participle clauses 2: with conjunctions

While staying *through the Antarctic winter, scientists do various sorts of research.*

After living *through the six-month night, they love seeing the sun again.*

On finishing *their research, they all have to write their reports.*

Before leaving *to fly home, they always have a goodbye party.*

We can make a time connection between the main clause and a clause with one of these words + participle: *after, before, since, when, while, on.*

The participle clause usually comes at the start of the sentence.

Activity Book **Unit 7 pages 52–53 Activities 1–2**

2 TO HELP YOU STUDY

After leaving school, you may not have to use English regularly, so do everything you can to avoid forgetting this very important life skill. After all, you probably will need your English again at some time in the future.

First, use the English-language media to keep your understanding alive. They are usually very easy to find, and they include TV, films, radio newspapers, magazines and books.

Secondly, keep using English actively. If you don't already do this, try keeping a daily diary – as Chris Carr did at the South Pole. When writing about your life, you will have to find ways of expressing what has really happened, and this will mean careful thinking and looking up words in your dictionary.

You can write your diary in full form (as Chris had to do because his diary was actually a newspaper report), or you can write it in note form. Compare the following.

Day 2: Wednesday, November 6th
I felt fine this morning, and I was ready for anything. During breakfast, I started chatting with a Swedish scientist called Dr Ingrid Ullsen. Then she kindly offered to show me round, and I agreed. I was amazed at the facilities, including a large science hall, ...

Day 2: Wed, Nov 6
Felt fine this a.m., ready for anything. During breakfast, started chatting w. Swedish scientist - Dr Ingrid Ullsen - offered to show round & I agreed. Amazed at facilities, incl. large science hall, ...

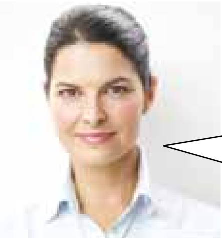
Try it now! Write your diary for yesterday.

8 LESSONS 1&2

REVISION
They are the people working with us.

A READ

1



Today is Newroz, and it's a chance for Kurdistan to say a big 'Hello' to the world.
We want to build new business bridges.
We want to create new cultural contacts.
We want to welcome tourists to our beautiful land.
5 *Whatever interests you, there's something there to interest you.*
So visit soon. We're ready to say that big 'Hello' to you!

Dr Nasreen Kareem, Cultural Exchange Organizer

2

Last time I wrote I mentioned visiting Kurdistan. Well, here I am! I was met off the plane yesterday by my cousin Kate, who teaches at university here. Once Kate finishes work on Thursday morning, 10 we're going to take off and travel round Kurdistan.



We're being looked after here by Azad Qadir, who's one of Kate's students and who I met in NY six months ago. (You might remember reading my blog about him when he was over for the International Youth Conference last October.) Earlier today, we all 15 met for coffee, and that was really good.

He invited us to dinner tonight so that we can meet his family. Then, tomorrow afternoon, he said we should go to a new exhibition about the Silk Road. It seems the star attraction is an amazing treasure that was recently discovered near the ancient route. They say it must have been buried by a merchant long ago.

3

Dear Kak Eissa

20 This is to confirm that I will be arriving from India on Monday, February 2nd and leaving on Thursday.

We are very pleased with Erbil Qalat General Trading Company's sales of Ganges textiles, which are up by a third this year. As you say, we now need detailed talks 25 in order to build further success.

After completing these, may we discuss another matter? So far, you have only imported from us, but we are interested in traditional Kurdish textiles and think we could export these with your help. We believe there 30 are European markets where they might sell well. If we succeeded, we would increase our orders. As long as supplies were reliable, this could become an important new business activity for us both.

I look forward to hearing your opinion, and to seeing 35 you next week.

Yours sincerely

Dipak Nandy
Sales Manager
Ganges Textile Company

4

40 **Conclusion**

Though it is sometimes said we should have started building ski resorts in the Kurdish mountains much earlier, this would have been difficult. Despite Montana Ski's wide 45 experience of resort development, we would probably have failed. Now, however, the situation has improved, and we have spent three months since March choosing suitable sites here. The Kurdistan Construction 50 Company is our partner working with us on this.

Our plans will be presented by Zagros Company for Construction, who are used to dealing with the government on large projects. 55 Once they are accepted, work can begin, and we hope this will become our top priority. We believe that Kurdistan can rapidly become the new Switzerland.

1 Before reading, do these tasks.

1 Say who the people in the second photo are.
2 Say what types of communication texts 1–4 appear to be.

blog | business email | business report | speech

2 Read to do the following.

1 Check your answers to 1.
2 Say how texts 2–4 relate to the three areas of interest mentioned by Dr Kareem.
3 Say whether each of 1–4 was said or written in or outside Kurdistan. Give your reasons.
4 Put 1–4 in the order that they were said or written. Give your reasons.

3 Decide who probably said or wrote what, when and to who. Match 1–5 with a–e. Explain your choices.

1 a member of Dr Kareem's audience
2 Azad Qadir
3 Kak Eissa
4 one of Stella's college friends
5 The Director of Montana Ski

a Great to read about your travels in Kurdistan ☺. It all sounds v. different from NY life. Come back soon. We miss you! ☹

b Thank you for your recent report, which we have read with great interest. We agree that there are real opportunities for us in Kurdistan now, and we look forward to taking the next step.

c I enjoyed what you were telling us about Kurdistan, and I'm interested in organizing tour groups there, so who should I contact to find out more about hotels and other tourist facilities?

d This is just to check that you're both still OK to go to the exhibition this afternoon. Unless I hear there's a problem, I'll pick you up at 3.00 – as we agreed.

Hope you enjoyed last night as much as we did. My parents loved meeting you!

e I have discussed your suggestion with the other managers, and we think it might work very well. We should certainly take matters further during your visit next week.

4 Read to find the correct meaning.

1 line 13: … when he was **over** for the International Youth Conference …
2 line 25: … in order to build **further** success.
3 line 30: If we **succeeded**, we would …
4 line 34: … hearing your **opinion**, …

5 Explain in your own words.

1 line 10: … we're going to **take off** and travel …
2 line 24: **As you say**, we now need detailed talks …
3 line 30: European **markets** where they might sell …
4 line 33: … an important new business activity for **us both**.
5 line 44: … **wide** experience of resort development, …
6 line 56: … Kurdistan can rapidly become **the new Switzerland**.

B THINK ABOUT IT



Activity Book Unit 8 pages 54–55 Activities 1–4

8
LESSONS
3&4

REVISION
Language

C SPEAK

1 Answer the questions about your future. (conjunction + present + future)

1 What will you try to do before you leave school this summer?
Before I leave ...
2 What will you say to your class teacher when you say goodbye on your last day?
3 How will you probably feel as you say goodbye to everyone in your class?
4 Do you think you will celebrate after you leave school for the last time?
5 When you finish school, will you start work or a training course immediately?

2 Talk about your plans and hopes for the future (expressing purpose)

I hope to		to ...
I'd like to	(work hard and save some money)	in order to ...
I plan to	(spend some time travelling abroad)	so as to ...
I intend to		so that I can ...

3 Work with a partner. Talk about school trips you have enjoyed. (clauses with *when, where* and *why*)

A Do you remember the time when we went to ...?
B Yes, that was when we ..., didn't we?
A That's right, and we ... (etc)
B And do you remember the place where we ...?
A Yes, that was where we ... (etc)
B And do you remember the reason why we ...?
A Yes, that was because ... (etc)



4 Think back over your school career. Think of things you wish you had done differently. (expressing the unreal past)

I could have ... (harder / better / differently).
I should / shouldn't have ...
If only I had / hadn't ...
I wish I had / hadn't ...

5 Work with a partner. Talk about people doing things. (participle clauses 1)

1 Together, agree and write down a short list of stars, presenters or singers that you both like and both often see on TV or hear on the radio.
2 Talk about them like this.

A	Have you	seen heard	(name(s))	recently?	
B	Yes, in fact, I	saw heard watched listened to	her him them	(singing ...)	(just last night).

6 Play a memory game. (participle clauses 2)

Work with a partner. Ask and answer questions from memory about Azad. Use this form.

after / before / on / when / while + participle

A What did Azad do before going to New York?

B Before flying to New York, he …

7 Play Chinese whispers. (reported speech)

I went and got a pair of boots.

Sirwan said he'd gone and got a pair of boats.

Sirwan said he'd gone and got a parrot and a boat.

8 Compare Iraq and other countries in the region. (ways of comparing quantities)

Income (*GDP) in US$ (billions); Inflation %; Population (millions)	Egypt	Iraq	Jordan	Saudi Arabia
National GDP 2010	212bn	91bn	23bn	472bn
GDP growth 2009–10	4.5%	6.2%	3.0%	3.3%
GDP per person 2010	$2,500	$2,910	$3,590	$18,020
Inflation 2009–10	6.2%	6.1%	5.8%	4.0%
Population	84.8m	31.3m	6.4m	26.2m

*GDP: Gross Domestic Product

1 Work with a partner. Take turns to make statements.

Iraq's GDP growth is 1.7% higher than Egypt's.

Jordan's GDP growth is less than half Iraq's.

Egypt's population is over three times the size of Saudi Arabia's.

2 Play a communication game.

A This country has a population about a sixth smaller than Iraq's. It also has a GDP roughly 20 times the size of Jordan's.

B Ah, you mean Saudi Arabia, don't you?

D EXTENSIVE SPEAKING

An exchange group from a New York high school is coming to visit your school. You want to prepare a short video to send your visitors before they come.

1 Work in groups of four. Agree who will talk for two minutes about each of these.

1 Iraq and Kurdistan
(the country, the region, the population, the economy)

2 Your area of Kurdistan
(the local area, the local people, the local economy)

3 Lifestyle
(daily life, food, sport and other free-time activities)

4 Some useful, basic Kurdish
(how to say things like 'Hello' and 'Goodbye', 'Please' and 'Thank you'; how to introduce yourself; how to ask for things)

2 Prepare your presentation. Make brief notes and note useful expressions. (However, you should not try to write – and then read – the whole of your presentation.)

3 Work with your partners. Listen to each other and suggest improvements. Check presentation length, too!

4 Make your group presentation to the class.

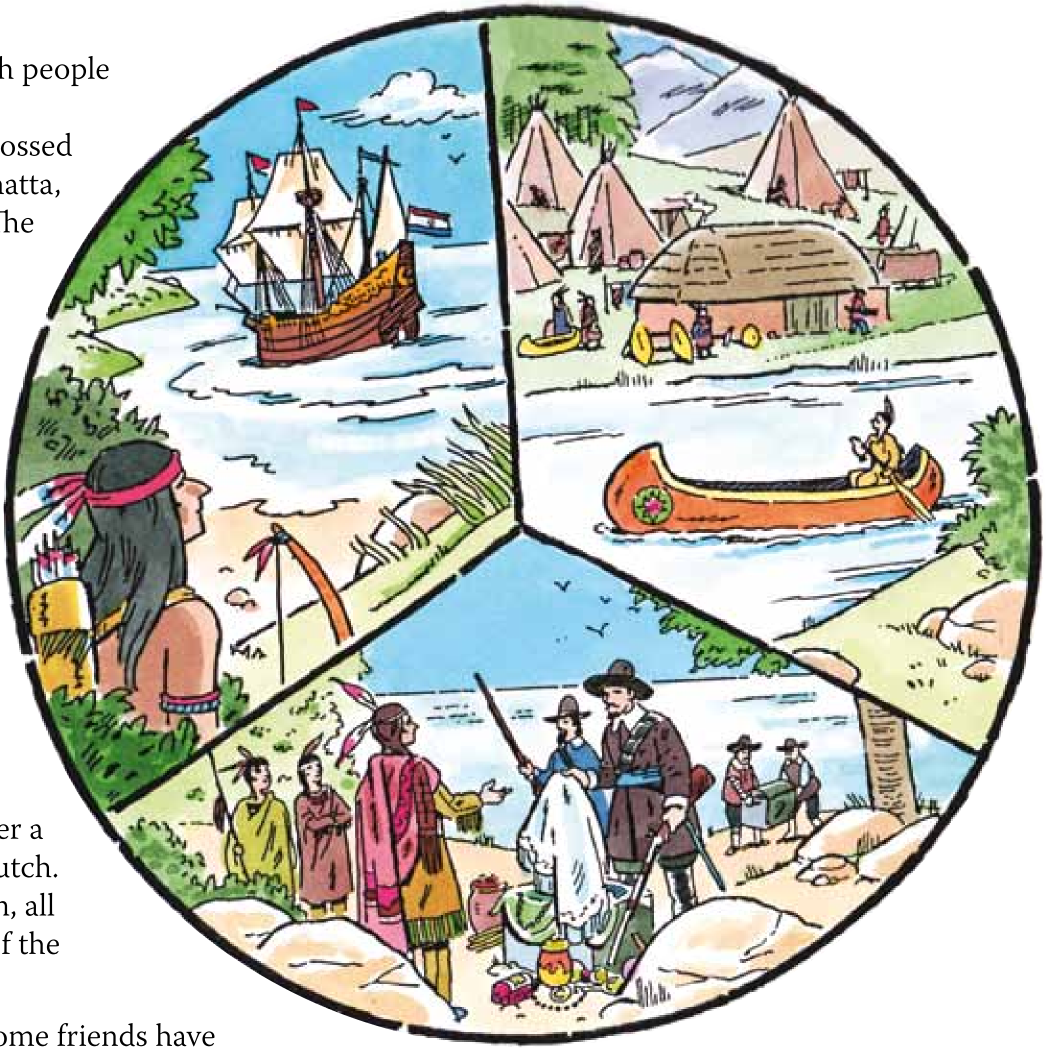
Activity Book **Unit 8 pages 56–57 Activities 1–4**

Role plays

A WAR OR PEACE ON MANNAHATTA ISLAND?

The situation

It is 1625. Last year some Dutch people landed on a small island near Mannahatta. Now they have crossed to the southern end of Mannahatta, and they are building houses. The native American Mannahatta people are worried. Their leader, Running Horse, his wife, Wind on Water, and their teenage son and daughter, Running River and Wind in Trees, often discuss the situation.



Stage 1 Each has a minute to say what he or she thinks about the situation. Then all say what they think of the others' ideas.

Stage 2 Wind in Trees and some friends have returned after a positive experience with the Dutch. In a new five-minute discussion, all the family give their opinions of the situation – changed or not.

Stage 3 Running River and some friends have just returned after a very negative experience with the Dutch. Running Horse listens to all the others and then decides and explains what the Mannahatta people must do: accept that the Dutch will stay and perhaps take the island – or find a way to make them leave.

The speakers

Running Horse You know that war is a terrible thing, so you want to let the Dutch have their village and live in peace with them. You also see that the Dutch have many technologies that could improve your people's lives and make them stronger against other native peoples. However, you will fight to protect your land and your people if really necessary.

Wind on Water You come from another native people farther south, and you know that the people from across the sea have brought them nothing but death, disease and destruction. You believe the Dutch must be attacked and killed or pushed back into the sea. You are very angry with Wind in Trees after her visit. When your son is hurt by the Dutch, you are ready to lead the fight even if your husband will not.

Running River You understand your mother's ideas, but at first you agree with your father, who is an experienced, intelligent leader. After your sister's visit, you believe the Dutch and your people really can be friends. But you and some friends are angry to see three new Dutch ships arrive. You wave and shout from the beach to stop the new people from landing, but they answer by killing two others and hitting you in the arm. You are now as angry as your mother.

Wind in Trees You are very interested in everything Dutch. When you learn that they have little food, you and your friends take them fruit, corn and fish. You also teach them to plant their own corn, an American crop they do not know. Pleased, the Dutch give everyone presents – including a mirror and some coloured glass jewellery for you. When you tell your story, you are excited, but later you are very upset about your brother. However, you really want to prevent war. You suggest talking instead to try to make peace.

B PLANNING A GROUP PROJECT

The situation

There are four of you, and you have to 1) decide on a suitable project for your school website, and 2) organize yourselves to do the project as efficiently as possible.

The projects

The project must be on one of these local topics.



a a construction project, or some other recent local development



b the geography and/or events in the history of your local area



c local arts, crafts, traditional clothing or other points of cultural interest



d famous people from your area



e an important festival or other local event – preparing for it and the 'big' day

The project should offer opportunities for each of the following.

a research on the internet and/or research at the school or community library;

b interviews with family and other members of the community;

c taking photos, drawing or painting pictures and/or creating charts and other diagrams;

d planning the website section in detail, with a design for each part.

The speakers

You and three partners – as yourselves.

Follow these steps.

1 Discuss possible projects and agree on one that you would all like to do. (You must all agree, even if you are not completely happy about your choices.)
2 Discuss your different skills and interests, and decide together who should take each of roles 2a–d. (You must all agree, even if you are not completely happy about your choices.)
3 Discuss and decide the different sections you will need. Make short notes of necessary headings, information and types of photo, chart, etc.
4 Create a three-week timetable which shows who will do what by when.

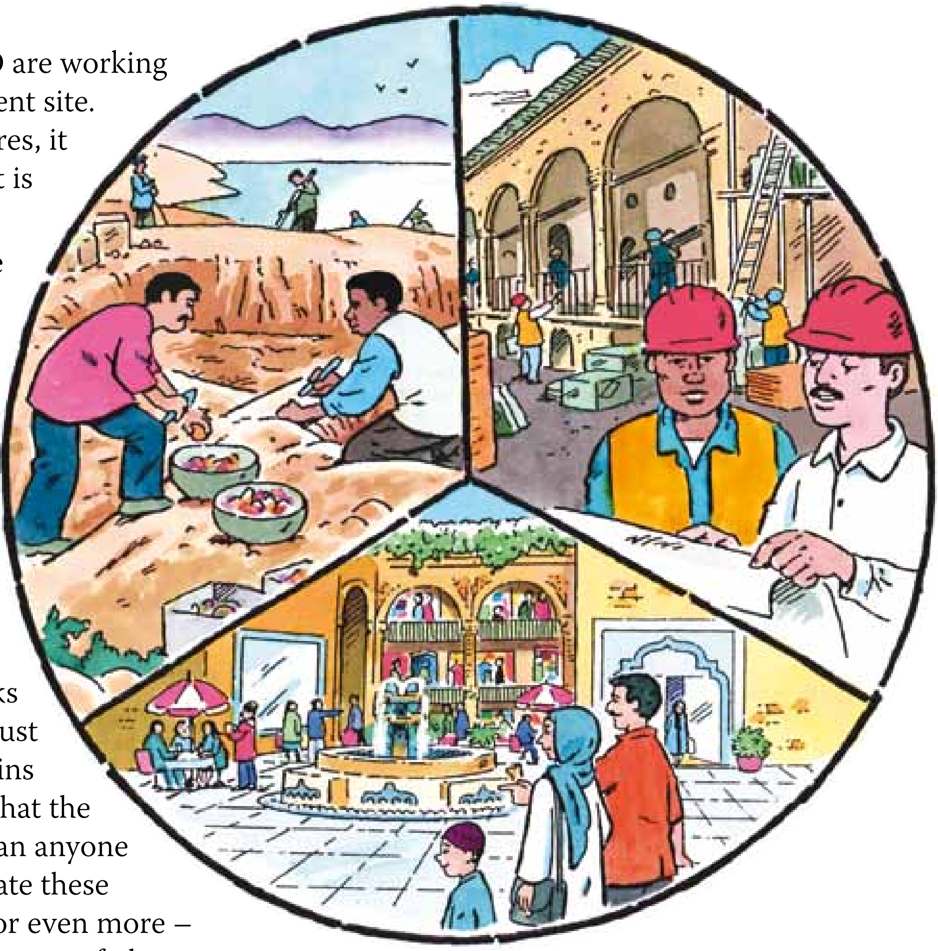
C ARCHAEOLOGY, DEVELOPMENT – OR BOTH?

The situation

The Government and UNESCO are working together to rescue another ancient site. Although, at 50,000 square metres, it is only half Erbil Citadel's size, it is possibly just as important.

After the archaeologists have finished investigating the site, New Kurdistan Construction Company will repair the old shops and houses and build the new restaurants, cafés, workshops, museum and visitor centre that will bring the place to life again.

The archaeology team began work a year ago and are timetabled to finish in two weeks from now. However, they have just discovered some amazing remains at the lowest level which show that the site may be 2,000 years older than anyone previously believed. To investigate these would take time – up to a year or even more – and could mean an expensive change of plan.



Stage 1 The senior archaeologist, the head of the construction company and the local business leader meet the Government's officer in charge of the project. Each has two minutes to present problems and proposals. The officer in charge can ask further questions and then ends the meeting, saying that he/she needs time to consider the situation.

Stage 2 Everyone meets again for discussion. By the end a solution must be found – even if not everyone is completely happy with it.

The speakers

Professor Nasreen Mahjub As the senior site archaeologist, you want all development to stop until your team have investigated the whole site at the lowest level. You think this may take a year, and perhaps longer, but you believe that some very important archaeological 'finds' will be made.

Kak Azad Nouri As Director of New Kurdistan Construction, you are very worried. It has already cost millions to set up the project, and you have to start work as soon as possible. To use your workers and equipment efficiently, you have to work at 12 different places across the site from Day 1. If things did not go exactly as planned, that would cost many thousands every day. The Government would have to pay for this.

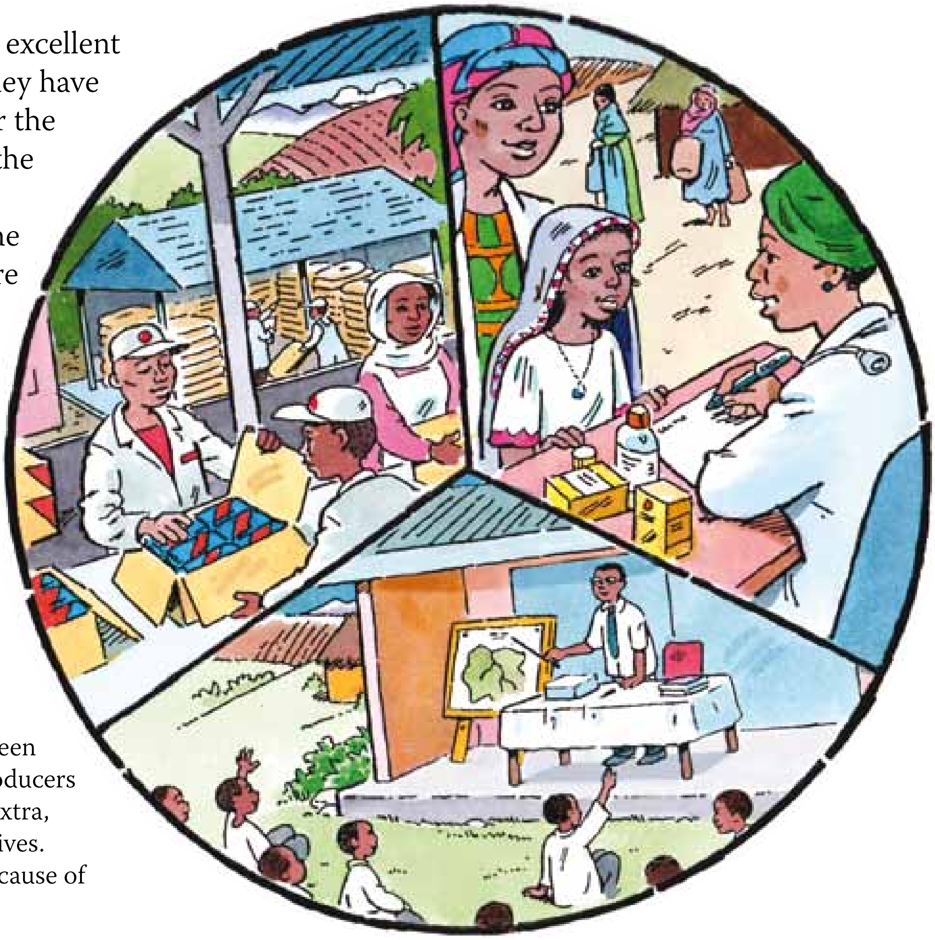
Kak Sherko Uzeri You are the leader of the local organization for business development, and your members are waiting to open new shops, restaurants, etc on the site. You realize that the new 'finds' could attract more visitors and money, but you also know that many of your members cannot wait for another year. During the second meeting, you ask if the business area of the site can be investigated first and then be developed while the archaeologists continue working in other areas of the site.

Dr Sara Rasool You are the Government's officer in charge. You want to give the archaeologists every chance, but you know it would be too difficult and expensive to give them a whole year. If you push the Government hard, you might get a little more money to help, but not much – and even this could damage your career. You need to persuade everyone to find ways of agreeing.

D WHAT COFFEE CAN BUY

The situation

The people of Dila Village produce excellent coffee, and for the last two years they have sold it through *Fairtrade. Now, for the first time, there is some money in the bank – just over $10,000. A profit[1] level of $8–10,000 is expected in the coming years. The village people are meeting to discuss how to use this money.



*Note: Fairtrade is an independent, international organization that aims to develop more equal trading systems between poorer and richer countries. Fairtrade producers get fair prices for their goods and a little extra, the Fairtrade premium, to improve their lives. Shoppers know products are Fairtrade because of the FAIRTRADE Mark.

The speakers

Yusuf As the leader of the village farmers' organization, you want to use the $10,000 to help build a small coffee factory. This will turn your crops into finished packets of coffee – and make the coffee five times more valuable. The facility will cost $100,000 to build, but you think the village can borrow enough money. When the mill is working, profits should rise to $50–60,000 per year. You like other people's ideas, but you believe they should wait: first, the village must make more money.
First costs[2]: $100,000
Running costs[3]: Year 1 $35,000, Year 2 $37,000, Year 3 $39,000

Sara As a mother of five, you want education for them and all the many other children of Dila. A new hall will be needed, but the school can start small and grow year by year. Your children are only young once, and they must not lose the chance of an education: you want this project to go ahead immediately. If there is enough money, you also very much want a village health centre.
First costs: $3,000
Running costs: Year 1 $2,500, Year 2 $3,500, Year 3 $4,500

Ibrahim As a farmer, you like the idea of a coffee mill, but you are against borrowing money. You want instead to grow other crops that could provide food and income if coffee did badly. You want to prepare more land, build new irrigation channels and plant new crops. You like the proposals for a school and a health clinic, but you think one of these might have to wait until the village develops the wider economic base you want.
First costs: $2,000
Running costs: Year 1 $1,000, Year 2 $1,000, Year 3 $1,000

Layla You are the mother of three healthy children, but you know that disease and death are never far away. You want to change all that with a health centre and a trained health worker. First costs can be held down by using the village meeting room until there is enough money to build a new centre.
First costs: $1,000 $2,000
Running costs: Year 1 $3,000, Year 2 $3,500, Year 3 $4,000

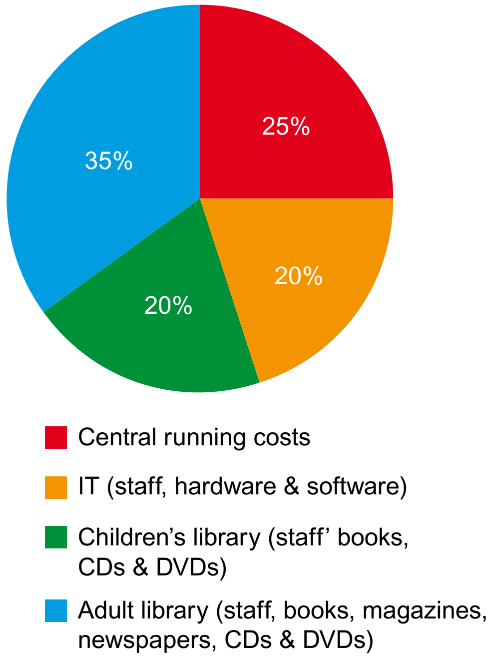
[1]profit / ˈprɒfɪt/ (n) **قازانج** [2]first costs / fɜː(r)st kɒsts/ (n) **تێچوونی یەکەم** [3]running costs/ ˈrʌnɪŋ kɒsts/ (n) **تێچوونی بەردەوام**

E HOW BEST TO PROVIDE INFORMATION FOR ALL

The situation

Greenhill Town Library has a planning meeting every year to decide how best to spend its money during the coming year. There are four people at the meeting – the Heads of the Adult and Children's Sections, the Head of IT and a representative from the Town Council, which pays all the Library's quite heavy costs.

The budget normally rises a little each year, but this year economic times are hard, and the Council has had to reduce the coming year's budget. The Council's representative has to explain this and also hold down new spending. The Library's heads of department understand the problems, but each wants to protect his/her share of the budget. Last year's budget was as shown in the pie chart. (Note: central running costs, e.g. heating, lighting and repairs, cannot change much.)



Stage 1 Each speaker has three minutes to present his/her problems, needs and proposals.

Stage 2 Each head of department is questioned by the Council representative – and by the other heads of department. By the end of the meeting, a budget solution must be found – even if not everyone is completely happy with it. All four have find ways of agreeing, and all three heads of department have to be ready to give up something in order to keep something else.



The speakers

Jack Good You are Head of the Adult Library, and you love books. Of course, you accept that modern developments with the internet are very important and must be part of what your library offers the community. However, this year, you want to spend a lot on two areas:

- reference books[2], including travel, history and the new Encyclopedia Britannica;
- CD 'talking' books for people who cannot see very well.

Barbara Rossi You are Head of the Children's Library. You love books, and you want children to love them, too. Some people say that your library is not really necessary since young people all have school libraries. However, you offer far more books than any school library. You are also open through the school holidays, which of course school libraries are not. Again, you provide special reading-club and holiday activities that parents and children can share. This year, you want to:

- spend more on these activities as well as a lot of new books;
- buy new reading tables and chairs for the younger children.

Sameer Ismail You are Head of IT, and although you agree that books still have an important place, you want to develop IT services much more. You know that many people – especially young people – now feel much more relaxed finding information on the internet than in books. It is also much cheaper to supply a lot of information online than in the form of books. Your priorities for the coming year are to:

- add 20 new computers to the ones already in the Adult and Children's libraries;
- replace older reference books, including the Encyclopedia Britannica, with online access via the internet.

Gill McFee You are the Council's representative. You have to explain the Council's 10% library budget cut, which means that as well as buying fewer new books, some of the 15 Library staff will have to lose their jobs. You have also been asked by the Council to hold down new spending as much as possible. You must get each Head of Department to agree to cut at least one big item of spending.

[1]staff /stɑːf/ (n) دەستە [2]reference books /ˈref(ə)rəns bʊks/ (n) پەرتووکی سەرچاوە، ژێدەر

F WHAT SORT OF A BETTER WORLD?

The situation

The next International Youth Conference will be held in Kurdistan, and the organizers want young Kurds to decide on a conference theme[1]. They have invited all Grade 12 and college students to discuss and then vote for one of the following possible themes.

1 Towards a greener world

2 The dangers of climate change

3 Helping the poor to help themselves

4 Killing the diseases that kill



5 Our top three priorities – education, education and education!

6 Making sure tomorrow's children will not go hungry

7 Making the rich poorer and the poor richer

8 Do science and technology have all the answers?

Stage 1 Work with three partners. Each of you should think carefully and then choose a different theme for the conference. Use ideas from Sunrise Grades 10–12 as well as your own, and make notes for a three-minute talk. Try to persuade the others that your theme is the right theme for the Conference.

Stage 2 Discuss the themes as a class. When your teacher asks you, give the most important points from your talk. If someone else has already spoken for the same theme, try to 'pick up on' his/her points with language like this:

Like/Unlike (name), I think / feel / believe that ...

I completely agree with (name) when he / she says that ...

As well as the arguments that (name) makes for the theme of ..., I think / feel / believe that there's another / there are other very important points to make: ...

Stage 3 Have a class vote to find the most popular theme for the next International Youth Conference.

The speakers

Stage 1	You and three partners – as yourselves.
Stages 2–3	You and the rest of the class – as yourselves.

[1]theme /θiːm/ (n) باسی سەرەکی

Introduction to the Literary Reader

Treasure Island by Robert Louis Stevenson

About the main characters

Jim Hawkins is the young hero and most of the story is told in his words. His parents are the keepers of an inn called The Admiral Benbow, and the story begins when an old seaman arrives and stays, though always worried about people who will come looking for him and his secret. When he dies, Jim finds the secret – a treasure map – and this leads to the dangerous voyage to Treasure Island.
The Captain, also called Bill, is the old seaman who stays at The Admiral Benbow. He was actually a pirate – first mate to a pirate captain called Flint. Before Flint died years before, he had given Bill a map that showed where he had buried his treasure. The people who are looking for him at the start of the story are other members of Flint's crew who want to find the treasure for themselves.
Dr Livesey is a doctor and also a local man of the law. He is a good friend to Jim and later he helps Squire Trelawney to organize and manage the voyage to find the treasure.
Long John Silver, like Bill, was a member of Flint's old pirate crew. He is one-legged and has a parrot that goes everywhere with him. Squire Trelawney makes him the ship's cook and also makes the mistake of telling him the purpose of the voyage. Silver then secretly brings together other members of Flint's old crew to join the voyage and then steal the treasure.

About the author

Robert Louis Stevenson (1850–94) was a novelist, poet and travel writer, and he wrote many books that are still widely read today. Several have also been turned into successful films and television series. His best-known work includes *Kidnapped, Strange Case of Dr Jekyll and Mr Hyde, A Child's Garden of Verses* and, most famously, *Treasure Island.*

He was born in Edinburgh, Scotland's capital, into a family of engineers who designed and built many of the lighthouses around Scotland's dangerous coasts. Despite having very weak health, he enjoyed long summer trips with his father, who had to check these lighthouses. One was being built on an island that later became the model for *Treasure Island.*

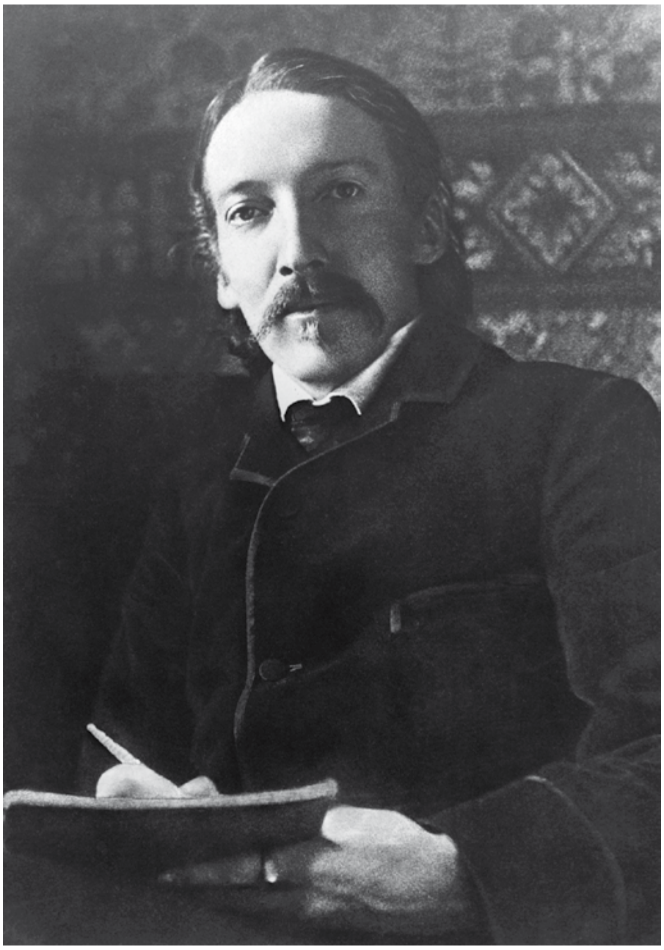
Stevenson's bad health continued into adult life, and he often travelled south from Scotland to find warmer, drier climates. During one trip, he met his wife, Fanny Osbourne, an American staying in France. They got married in 1880, and he wrote most of his great books during the next seven happy years.

In 1888, he and his family started sailing to the islands of the Pacific. They finally stopped and stayed on Samoa. There, he took the name Tusitala, 'the Teller of Stories', and he continued to write. He also worked hard to help improve life for the island people. They loved him, and when he suddenly died in 1894, they turned his poem *Requiem* – the poem on his grave – into a sad song that is still sung there today.

Requiem

UNDER the wide and starry sky
Dig the grave and let me lie:
Glad did I live and gladly die,
And I laid me down with a will.

This be the verse you 'grave for me:
Here he lies where he long'd to be;
Home is the sailor, home from the sea,
And the hunter home from the hill.



Literary Reader: Treasure Island

Episode 1: The old sailor

The old sailor comes to The Admiral Benbow

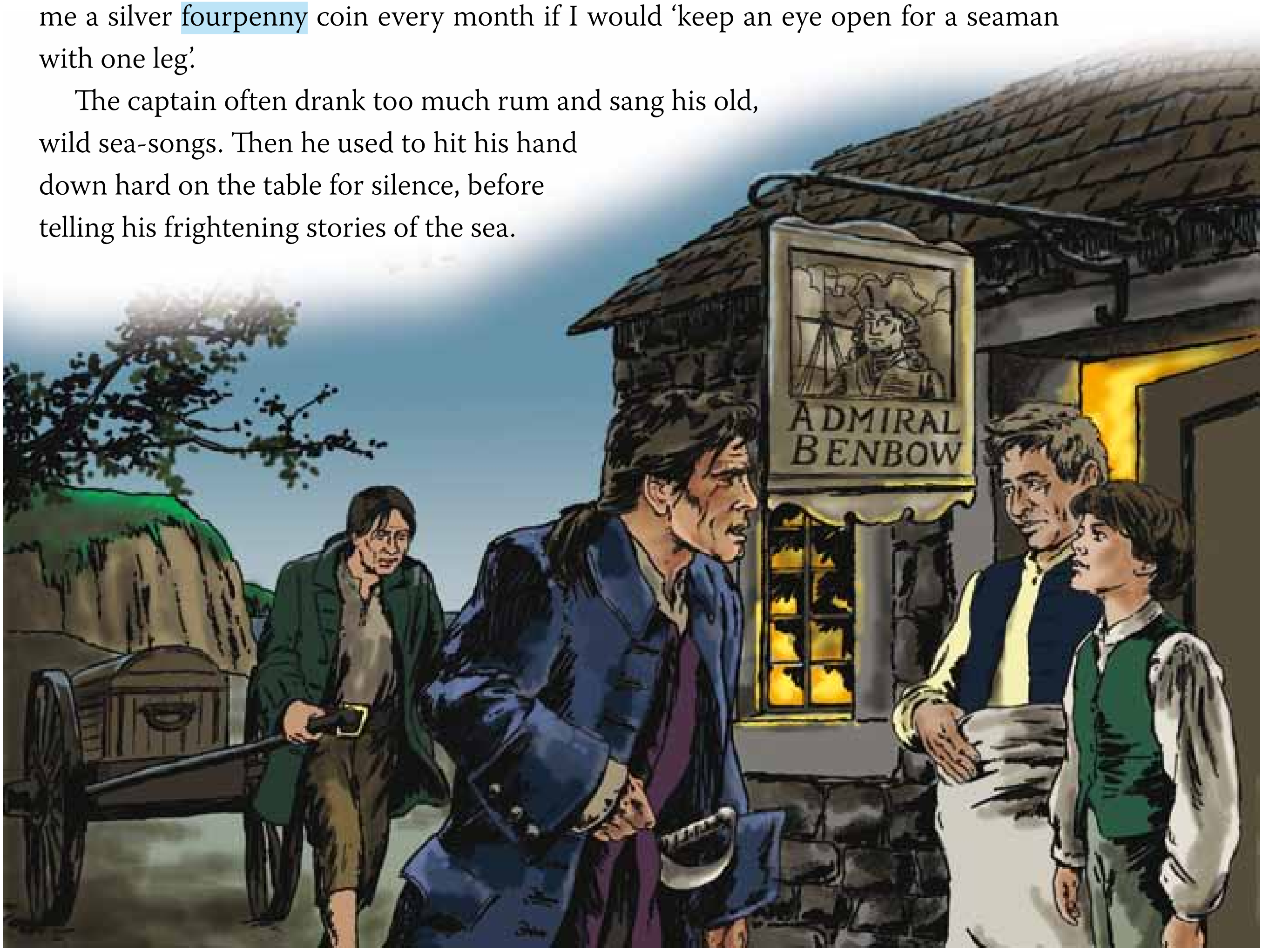
I remember him as if it were yesterday. He came slowly to the door of The Admiral Benbow Inn, his sea-chest following behind him on a hand-cart. He was a strong, heavy man with long hair and an old, blue coat. His hands were rough and black with dirt and he had a long scar from a sword across one cheek.

He knocked on the inn door and, when my father opened the door, called roughly for a glass of rum.

'This is a pleasant, quiet bay for an inn,' he said and looked slowly round him at the cliffs and our inn. 'Here, mate!' he cried to the man with the hand-cart, 'help me to get my chest inside.' He continued, 'Rum and simple food is what I want. And that cliff up there where I can watch the ships. You can call me Captain. Oh, I see what you want,' he said with a fierce look, and threw down three or four gold coins in front of him.

All day he was around the bay, or up on the cliffs with his telescope. All evening he sat in the inn by the fire drinking rum. Mostly he did not speak when spoken to, but looked up suddenly and angrily, and we learnt to stay away from him. He was very nervous of other sailors who came to the inn. One day he quietly promised to give me a silver fourpenny coin every month if I would 'keep an eye open for a seaman with one leg'.

The captain often drank too much rum and sang his old, wild sea-songs. Then he used to hit his hand down hard on the table for silence, before telling his frightening stories of the sea.



They were about hangings, storms at sea and terrible crimes.

During the months that the old sailor stayed with us, my father became very ill. One day Dr Livesey came to see him, and before he left, the smart, bright doctor sat in the same room as our dirty, heavy sailor, who suddenly started his usual song:

'Fifteen men on the dead man's chest –
Yo-ho-ho, and a bottle of rum!
Drink and the devil had done for the rest –
Yo-ho-ho, and a bottle of rum!'

Later on, he banged his hand on the table, which we all knew was a call for silence. Everyone, apart from Dr Livesey, stopped talking. A few moments later the captain cried, 'Silence!'

'If you were talking to me, sir,' said Dr Livesey. 'I have one thing to say – if you go on drinking so much rum, then the world will soon be free of a very dirty old scoundrel!' The captain jumped to his feet and took a knife out of his pocket.

The doctor did not move, but spoke slowly. 'I am a man of the law – a magistrate – as well as a doctor. If you do not put that knife away, you will go to the next court, and will be hanged.'

A few uncomfortable moments passed, until the captain finally put the knife in his pocket and sat down heavily.

Black Dog

It was early one January morning, while the captain was out at the beach with his telescope, that the inn door opened and a man stepped in who I had never seen before. He wore a sword in his belt, his skin was an unpleasant colour and two fingers were missing from his left hand.

He sat down at a table, then called me closer. 'Is this here table for my mate, Bill?' he asked, a strange look on his face.

I said that the table was for a man who we called the captain.

'Well,' he said, 'my mate would be called the captain, probably. He has a cut on one cheek and he's very pleasant when he's drunk, is my mate, Bill. So, is he here?'

I told him he was out walking.

'Well,' he replied, 'you and me'll just get behind the door, and we'll give Bill a little surprise.' He made me hide and I became very worried when I saw him take out his sword.

At last, the captain came in and walked towards his breakfast table.

'Bill,' said the stranger. The captain turned to face us. His faced turned white.

'Come, Bill, you know me – your old shipmate – surely,' said the man.

The captain's eyes opened wide and he said, 'Black Dog!'

'That's right, Black Dog, come to see his old shipmate Billy. Ah, we've seen some times together since I lost these two fingers,' he said, holding up his hand.

I brought them some rum and then left the room. At first I could only hear low voices, but then they became louder. Then, all of a sudden, there was loud swearing and I heard something crash to the floor. There was the sound of metal against metal, and then a cry of pain. The next moment, I saw Black Dog running away, with the

captain close behind. They were both carrying swords and Black Dog had blood streaming from his shoulder. But Black Dog was faster than the captain and he was soon outside and over the hill.

The captain came back into the inn and said, 'Jim, rum!' But as he spoke, he started to fall against the wall.

'Rum,' he repeated. 'I have to get away from here.'

I ran to get the rum. While I was in the next room, I heard a crash. I ran in and found him lying on the floor. The captain was breathing very loud and hard. His eyes were closed and his face was a horrible colour.

My mother had now come downstairs, but we did not know what to do. At that moment, Dr Livesey came in, on his way to see my father.

'He's made himself very ill with too much rum, but I'll do my best to save his life,' said the doctor when he had looked at him.

The doctor pulled off the captain's shirt to start his work and I saw several tattoos on the captain's arm. They read, 'Here's luck,' 'A fair wind,' and 'Billy Bones.'

It was some time later before the captain opened his eyes. First he looked around the room, and then he tried to get up, crying, 'Where's Black Dog?'

'There's no Black Dog here,' replied the doctor. 'You've been drinking rum and you've had a stroke. Now, what I have to say to you is this. One glass of rum won't kill you. But if you take one, you'll take another, and if you don't stop, you'll die. Come on, now. I'll help you to your bed.'

We managed to get him upstairs and onto his bed. 'He should lie in bed for a week,' said the doctor as soon as we had closed the door. 'That's the best thing for him, and you. But another stroke would finish him off.'

The black spot

At about midday I went to see the captain. He seemed both weak and excited.

'Jim,' he said, 'every month I've given you a silver fourpenny. You'll bring me a little drink of rum, now, won't you?'

'The doctor …' I began.

He started to swear and then said, 'What does that doctor know about life at sea? I've lived on rum, I tell you. Your doctor said himself one glass wouldn't hurt me. I'll give you a golden guinea for some, Jim.'

'I want what you owe my father. That's all,' I said (for he had been very slow to pay us). 'I'll get you one glass, and no more.'

When I brought it to him, he took it quickly and drank it down.

'Aye,' he said, 'that's better. How long do I have to lie here?'

'A week, at least.' I said.

'I can't do that!' he cried.

But he was too weak to get up, and he lay back for a while in silence.

'Jim,' he said after a time, 'It's my old sea-chest they want. If I can't get away, you go to – well, yes – you go to the doctor. Tell him to bring the magistrates here to The Admiral Benbow to get all of old Flint's crew, all of 'em that's left. I was Flint's first mate and I'm the only one that knows the place. He gave it to me when he was



dying. But don't tell the doctor unless they get the black spot on me, or unless you see that Black Dog, or the sailor with one leg.'

'But what is the black spot, Captain?' I asked.

'That's a sort of warning, mate. If I get the black spot, it means they are coming to get me and what I've got. Keep your eyes open, Jim, and I'll give you half of everything, I promise you.'

What I would have done if everything had gone well I do not know. But my poor father died quite suddenly that evening. All of the neighbours came to visit and there was a lot to arrange, so I was too busy and upset to think of the captain.

The following day the captain came downstairs, ate a little and got himself some rum. On the night before we buried my father he was as drunk as ever. He sat at the table with his sword ready in front of him, singing his ugly old sea-songs. But he was still very weak, and seemed to be getting worse, not better.

Several days later, on a cold, foggy afternoon, I was standing at the door full of sad thoughts about my father. As I stood there I saw someone coming slowly along the road. The man was blind – he was walking along tapping a stick in front of him. He wore a cloth over his eyes and nose and was bent over. I had never in my life seen such a terrible-looking man. He stopped a little way from the inn, and he said in a loud voice, 'Will any good man tell a poor blind man where he is?'

'You are at The Admiral Benbow,' I replied.

'Give me your hand, young friend, and lead me in,' he said.

I held out my hand and the horrible man held it hard. He pulled me up close to him and said, 'Now, boy. Take me in to the captain.'

'Sir,' I said, 'I can't. The captain is not what he used to be. He sits with his sword ready ...'

'Take me in or I'll break your arm,' he said and pulled my arm roughly. It was the hardest, coldest voice I had ever heard. I was so frightened that I led him into the room where the captain was sitting.

The poor captain lifted his head, and it was easy to see that he was very frightened.

'Now, Bill, sit where you are,' said the man. 'Hold out your left hand. Boy, take his left hand and bring it near my right hand.'

We both did what we were told, and I saw him put something into the captain's hand, which quickly closed on it.

The blind man suddenly went out of the door. I stood without moving and heard his stick go tap-tapping down the street.

The captain looked down into his hand. 'Ten o'clock!' he cried. 'I've got six hours,' he said and tried to stand up. But he suddenly put his hand to his neck, and then, with a strange sound, fell face first onto the floor.

I shouted to my mother, but it was too late. The captain was dead.

Episode 2: Everything changes at the inn

The sea chest

I told my mother everything. We were very frightened and did not know what to do. If I went to see Dr Livesey as the captain had told me to do, I would have to leave my mother alone, and her safety was my priority. On the other hand, it also seemed too dangerous for us to stay at the inn. At last we decided what we ought to do. First we needed to go to the nearest village to get help, then we would come back to open the chest and take the money the captain owed us before anyone else came for it.

But when we got to the village no one wanted to return with us to The Admiral Benbow. Some of the men had heard of the terrible Captain Flint, and others had seen strange men on the road that day, as well as a ship in a nearby bay. They were all too frightened to leave their houses.

We decided to go back to the inn alone to carry out our plan. One man gave me a gun in case we were attacked, and a boy said he would ride to the doctor's house to get help.

When we arrived back at the inn, nothing had changed. We locked the door, lit a candle and, holding each other's hands, we walked into the room where the captain lay.

I went down on my knees. On the floor near the dead man's hand was a small, round, black piece of paper – the black spot. I picked it up. Written on one side were the words, 'You have till ten tonight.'

Luckily for us it was still only six o'clock. I anxiously looked in his pockets for the key to the chest, but I found nothing. Then, finally, I saw it on a piece of string around his neck. I cut the string and we went quickly upstairs to find the chest.

It was old and well-used like any other sailor's chest and it had the letter 'B' burnt on it. 'Give me the key,' said my mother, and although the lock was difficult to open she turned it and opened the lid in a moment.



At the top there was a carefully folded suit. Under that, there were too many things to count – some pistols, a large piece of silver, an old Spanish watch and many more small objects. At the very bottom of the chest lay a packet covered in cloth, and a heavy bag that held gold coins.

'Let's take what he owed us,' said my mother, 'and not a penny more.' And she began to count out the coins.

It was a long, difficult job because the coins were all of

different countries and sizes. When we had counted out about half of our money, I suddenly heard the tap-tapping of the blind man's stick on the road. We sat holding our breath. Then the stick banged on the inn door, and we heard the handle being turned – and then silence. At last, the tapping started again, but this time it became quieter and quieter as the man walked away.

Not long after that, we heard a whistle blow far up on the hill. That was enough for us. 'I haven't counted enough to pay his bill, but I'll take what I have,' she said, jumping to her feet.

'And I'll take this instead of the rest of the money,' I said, picking up the packet covered in cloth.

We went as quickly as we could down the dark stairs and out onto the road. We were on our way back to the village when we heard the sound of someone running, first in the distance and then getting nearer.

'You must take the money and run on. I feel I'm going to faint,' my mother said, and then she fell on my shoulder. Luckily, we were near a little bridge, and with some difficulty, I managed to pull her under it.

The last of the blind man

Moments later, seven or eight men came running towards the inn. In front, there were three men holding hands. Then, in the weak moonlight, I could see that in between the other two was the blind man.

'Go in!' he cried.

Several men went to the door of the inn and, finding the door unlocked, went inside. Two of them stayed outside with the terrible blind man. There was a moment's silence, then a cry of surprise, and a voice shouting from the house, 'Bill's dead!'

The blind man swore. 'Look in his pockets! Then find the chest!' he cried.

A little while later, one of the upstairs windows was thrown open and someone shouted out to the blind man, 'Pew, someone's been in the chest.'

'Isn't it there?' Pew asked angrily.

'The money's here, but there's none of Flint's writing,' the man replied.

'It's these people of the inn – it's that boy. Why didn't I take his eyes out?' cried the blind man, Pew. 'They were here earlier – the door was locked when I came. Go and find them.'

Just then came the whistle we had heard before, and it came from the direction of the village.

'Dirk's blown the whistle again!' said one of the men. 'That means he's seen someone coming. Let's leave!'

'Keep looking!' Pew shouted angrily. 'The boy and his mother can't be far away. We almost have it, and you want to run away? You'll be as rich as kings if we find it!'

'Hang it, Pew. Why don't we go? We've got the bag of money!' said one.

Pew started trying to hit the men with his stick. As the fight went on, the sound of horses galloping came from the top of the hill. The sailors quickly stopped fighting and ran away, leaving Pew anxiously tapping up and down the road alone.

Just then, four or five horses appeared in the moonlight, galloping down the hill towards the inn. Pew screamed and, not knowing in which direction to go, ran right under the first horse. Down he went with a terrible cry.

The horses came to a stop and I recognized the boy that had gone from the village to get Dr Livesey. With him were several law officers who he had met on the way to the doctor's house.

Pew was dead. We went back to find my mother and carry her to the village. There she recovered well after a little while. The law officers rode on to the nearby bay, but they were too late – the strange ship had already gone, and probably the rest of the pirates with it.

When the leader of the men, Mr Dance, returned from the bay, I told him everything that had happened.

'They wanted something more than the money, you say? Well then, Hawkins, what on earth were they trying to find?' he asked me.

'I believe I have what they want in my pocket,' I replied, 'and I would like to get it to Dr Livesey, so that it will be safe.'

'Of course, boy,' he said, 'Yes, I shall go there myself and tell him all about this. Why don't you come with me?'

The Captain's papers

We found Dr Livesey at the Hall, where he was having dinner with the squire. A servant led us through the great house to the library, where both men were smoking their pipes next to the fire. The squire was a tall, strong man with eyebrows that were very black and moved a lot when he spoke.

'Come in, Mr Dance,' he said in a loud voice.

'Good evening,' said the doctor. 'What brings you both here today?'

Mr Dance stood up and told his story, and the two gentlemen listened with surprise and interest.

'And so, Jim,' said the doctor when Mr Dance had finished, 'you have the thing they wanted?'



'Here it is, sir,' I said and gave it to him. He held it for a moment and then put it carefully in his pocket.

'Squire,' he said, 'Mr Dance will go home, but I think Hawkins should stay at my house tonight and we should give him dinner.' And so I ate a wonderful dinner at the Hall while we talked.

'I've heard of this man Flint,' said Mr Trelawney, the squire. 'He was the most dangerous pirate that ever sailed. I've seen his ship, with terrible eyes painted on its sails.'

'But did he have money?' asked the doctor.

'Money!' cried the squire. 'Haven't you heard the story of his treaure? What were those scoundrels looking for if not money?'

'Just tell me,' replied the doctor, 'if I have information in my pocket about where Flint buried his treasure, what does that mean we should do?'

'What does it mean?' cried the squire, 'If we have the information you're talking about, it means that I will go to Bristol and buy a ship, and we'll find that treasure if we have to spend a year looking for it.'

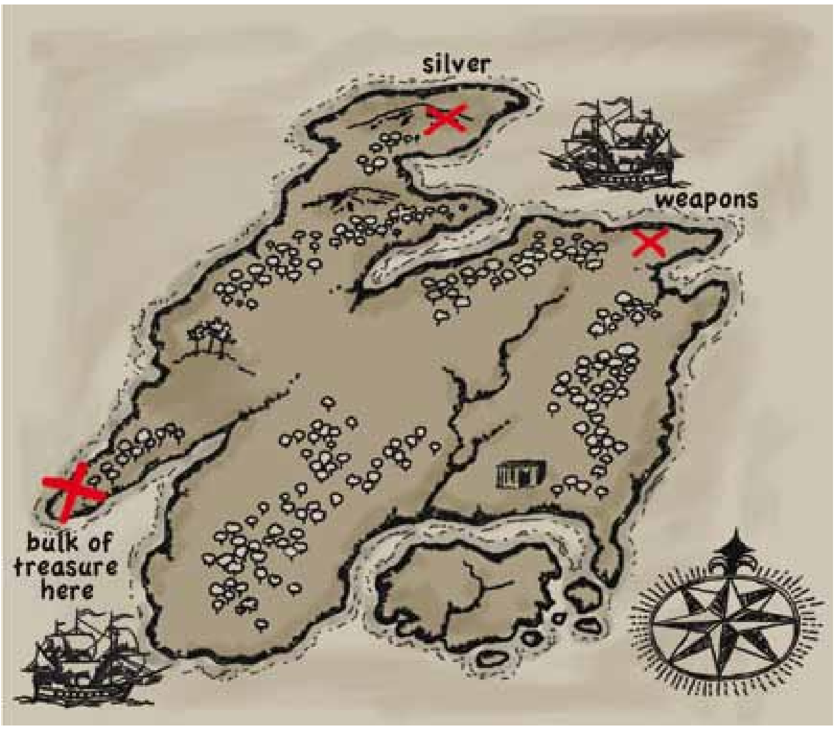
'Very well,' said the doctor and put the packet on the table in front of him. 'Now then, if Jim agrees, I will open the packet,' and he started to open the cloth that covered it. Inside were two things – a book and a roll of paper. The book was full of names, numbers and dates.

'This is Bill Bones' account book!' cried the squire. 'The names are the ships that he sank, and the numbers show the money he took from them.'

The doctor carefully opened the rolled-up paper and we saw a map of an island, complete with latitude and longitude, names of hills and bays, a large hill in the centre named 'The Spy-glass', and every detail that a captain would need to bring a ship in safely. There were three red crosses – one was in the south-west and had these words next to it: 'Bulk of treasure here.' The second red cross showed where some silver was buried, and the third some weapons. There were detailed notes and instructions on the back of the map.

I did not understand the map, but the squire and Dr Livesey were very excited.

'By tomorrow evening I shall be in Bristol,' said the squire. 'Then, in three weeks' time we'll be sailing the best ship, sir, with the most efficient crew in England. Hawkins, you will be a cabin-boy, and you, Livesey, the ship's doctor. I will be the admiral! We'll take my men, Redruth, Joyce and Hunter, too. We'll have good winds, a quick voyage, and no difficulty at all in finding the treasure, and more money than we can imagine.'



'Trelawney,' said the doctor. 'I'll go with you, and I think Jim will too. But there's only one man I'm afraid of.'

'And who's that?' asked the squire with a troubled look on his face.

'You,' replied the doctor, 'because you can't keep a secret. We're not the only men who know about this document. Those men who attacked the inn tonight are not far away, I'm sure. And, according to Jim, they want that money. We must be very careful until we are on our way, and we must not say a word about this map to anyone.'

'Livesey,' replied the squire, 'you have a point. I'll be as silent as the grave.'

Episode 3: The sea-cook

I go to Bristol

It took longer than three weeks until we were ready to go to sea. A ship was being prepared by the squire, and Dr Livesey had been called away to London. During that time I lived at the Hall with old Tom Redruth, and spent hours looking at the map, imagining every small detail and dreaming about what would happen when we finally got to the island.

And so the weeks passed until one fine day a letter arrived.

Old Anchor Inn
Bristol,
March 1st

Dear Hawkins,

The ship has been bought and is ready to go to sea. What a ship! She is easy to sail, weighs two hundred tonnes and her name is 'Hispaniola'.

My old friend, Blandly, helped me to get her. He worked so hard for me, and so, I must say, did everyone else in Bristol, as soon as they heard where we were going - to find the treasure, I mean.

Finding the crew was a problem at first, and I could only find a few men. But then, by luck, I met an older sailor. He has an inn, so he knows all the sailors in Bristol. He was ill for a while, but now he wants to work as a ship's cook to get back to sea again. Long John Silver, he is called, and he has lost a leg.

Poor man. I told him immediately that he would be our ship's cook. Well, I thought I had just found a cook, but in addition I had found a whole crew. He had soon found us a group of the toughest old sailors. He then got rid of the weakest two of the six or seven men I had already employed.

I am very well, but I won't be happy until we are at sea, so both you and Redruth must come to Bristol tomorrow.

John Trelawney

P.S. I forgot to tell you that Blandly (who will send a ship to look for us if we don't come back by the end of August) has found us a captain. He is a little too serious, but in every other way he is an excellent man - a real treasure.

'Trelawney has been talking to people,' I said to Redruth. 'Dr Livesey will not like that.' But I was very excited to hear the news that the ship was ready. The next day I said goodbye to my dear mother and the little bay where I had lived since I was born, and then Redruth and I left for Bristol in the evening.

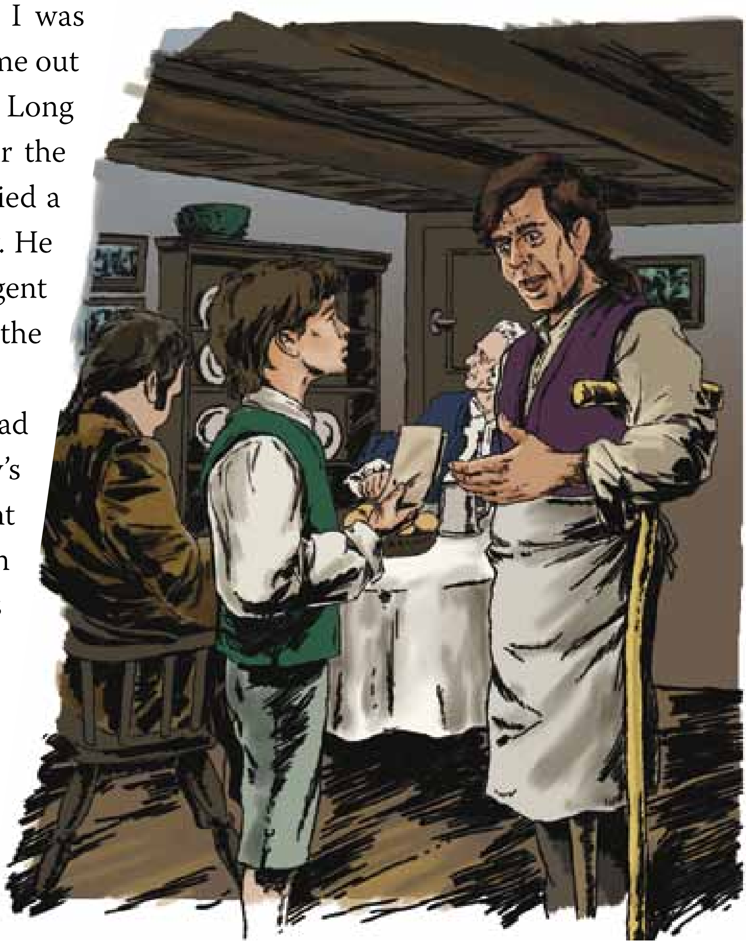
It was early the next morning when we arrived in the city and walked down to the docks to meet Trelawney. There were ships of all shapes, sizes and nationalities all along the quays. Sailors were singing at their work, some below and others high up in the rigging. Then suddenly, in front of a large inn, I saw Squire Trelawney, dressed like a smart sea-officer.

'Here you are,' he cried, 'and the doctor came last night from London. Bravo! The ship's crew is complete. We sail tomorrow!'

At The Spy-glass inn

After breakfast, the squire asked me to take a note to Long John Silver. He told me to go to The Spy-glass – an inn at the other end of the docks. I went gladly because I was pleased to be able to see the busy port and all the ships again.

The inn was full of loud sailors, and I was almost too frightened to go inside. As I was waiting at the door I saw a man as he came out of a side room, and I thought he must be Long John Silver. His left leg was cut off near the top, and under his left shoulder he carried a crutch, on which he moved about easily. He was very tall and strong, with an intelligent face, and he was serving the people at the tables with a smile.



From the very first time I had read about Long John Silver in Trelawney's letter, I had been frightened that he might be the one-legged sailor that the captain had told me about. But one look at this man was enough. I had seen the captain, Black Dog, and the blind man Pew, and I thought I knew what a pirate was like – very different from this clean and pleasant inn-keeper.

I walked closer to him, held out the note and said, 'Mr Silver, sir?'

'Yes, my boy. And who are you?' he answered. I gave him the note. 'Oh!' he said, quite loudly and seeming surprised. 'You're the new cabin-boy. I'm very pleased to meet you.'

Just then I noticed one of the men sitting on the other side of the room as he suddenly stood up and walked to the door. I recognized him at once.

'Hey!' I shouted. 'Stop him! It's Black Dog – he's one of the pirates!'

'I don't care who he is,' cried Silver. 'But he hasn't paid for his drinks. Harry, run and catch him.'

A man near the door jumped up and ran out of the inn after him.

'Who did you say he was? A pirate? In my inn! I can't believe it!' said Silver, who was now very excited. 'Morgan!' he called to a man sitting in the bar. 'You were drinking with him. You've never seen him before, have you? You didn't know his name, did you?'

I had become worried when I found Black Dog at The Spy-glass, and I watched the cook carefully. But he was too ready, and too clever for me. He laughed and joked with me, and said that I was a clever boy. By the time Harry had come back empty-handed and had been shouted at loudly by Silver, I felt sure that Silver was an honest man.

A little while later, he took me back to see Trelawney and we walked by the quays together. He was very interesting, and told me all about the different ships that we passed – their rig, their weight and nationality and where they would sail.

Long John excitedly told the squire and the doctor the whole story. The two gentlemen said it was a shame that Black Dog had escaped, but we all agreed that nothing could be done. As Long John left, the two gentlemen thanked him for his trouble.

'Everyone on board by four this afternoon,' shouted the squire after him.

'What a wonderful man!' said the squire and then turned to me. 'Now, come with us, Hawkins, and we'll see the ship.'

Captain Smollett

As we climbed aboard the Hispaniola we were met by the new ship's mate, Mr Arrow, a brown old sailor with earrings in his ears. He and the squire were very friendly, but I soon noticed that things were not the same between the squire and the captain. Captain Smollett seemed angry with everything on board and wasted no time in coming to the cabin to tell the squire.



'Sir, I don't like this voyage, I don't like the men, and I don't like my officer. That's short and sweet,' said the captain.

'Perhaps, sir, you don't like the ship?' asked the squire, who was clearly angry.

'That I can't say, since I haven't seen her tried,' replied the captain. 'She seems a good ship, but I can't say any more.'

At this moment Dr Livesey spoke.

'Wait a minute,' he said. 'That isn't at all helpful. I'd like to hear an explanation of what the captain has said. You don't, you say, like this voyage. Now, why?'

'I took this job under what we call 'sealed orders' – that is, I agreed to sail the ship without first knowing where we were going,' said the captain. 'But now I find that all the crew know more than I do. Next,' continued the captain, 'I hear, from my own crew, that we are going to find treasure. Treasure is dangerous, and I don't like treasure voyages, especially when they are secret.'

'I understand what you are saying, and I must say, it's true enough,' replied Dr Livesey. 'You say you don't like the crew. Are they not good sailors?'

'I don't like them, sir,' replied Captain Smollett. 'And I wasn't able to choose them myself.'

'And you don't like Mr Arrow?' continued the doctor.

'I don't, sir. I believe he's a good sailor, but he's too friendly with the crew to be a good officer.'

'Well, Captain,' said Doctor Livesey, 'then tell us what you want.'

'There are two things,' said the captain. 'First, the gun powder and weapons should be put under the cabin near the stern of the ship, and not where they are now. And second, the crew you have brought with you should sleep at the back near the cabin as well. And there has been too much talk already.'

'Far too much,' agreed the doctor.

'It is said that you have a map of an island,' said Captain Smollett, 'that there are crosses on it to show where the treasure is, that the island lies …' and then he gave the exact latitude and longitude.

'I never told anyone that!' cried the squire.

'The crew know it,' said the captain.

'Livesey, that must have been you or Hawkins,' cried the squire.

'It doesn't matter who it was,' replied the doctor.

'Well,' continued the captain, 'I don't know who has this map, but it must be kept secret even from me and Mr Arrow.'

'I see,' said the doctor. 'You want us to keep this matter secret, and to make a garrison of the stern part of the ship, with my friend's own people, and provided with all the arms and powder on board. You fear a mutiny.'

'I didn't say that,' said Captain Smollett. 'I believe Mr Arrow is an honest man, and some of the others, too. But it is my job to make sure that the ship, and every man on it, is safe. All I am asking you to do is to take every care, or let me leave the ship. And that's all.'

The doctor and the squire agreed to Captain Smollett's suggestions, and then the captain left the cabin.

'Trelawney,' the doctor then said, 'I am surprised, but you have managed to get two honest men on board with you – that man and John Silver.'

Episode 4: The voyage

The voyage begins

All night we were very busy getting the ship ready to sail. The sun was just coming up when everyone moved to their places, ready to leave the docks.

'Sing us a song,' shouted one of the crew to Long John.

'The old one,' cried another sailor.

And Long John Silver, who was standing nearby, started to sing the song I knew so well:



'Fifteen men on the dead man's chest –'

And then the whole crew sang:

'Yo-ho-ho, and a bottle of rum!'

And at the last word!' the sailors pushed the capstan-bars hard.

It was an exciting moment, and the song carried me back to The Admiral Benbow in a second, and I seemed to hear the old captain singing too. But soon the anchor was up and hanging at the bows. The sails started to fill with wind and before I could lie down for an hour's sleep, the Hispaniola had begun her voyage to the Island of Treasure.

I am not going to tell you every detail of that voyage – the ship proved to be a good ship, the crew were experienced sailors and the captain certainly knew what he was doing. But by the time we arrived at Treasure Island, two or three things had happened which I should tell you about.

First, Mr Arrow was worse than the captain had feared. He had no control over the crew and people did what they liked. Then, after a day or two at sea, he began to act like a man who was drunk. Again and again he was sent below deck because he could not work properly. But no one knew where he could be getting the drink.

No one was very surprised, or sad, therefore, when one dark, stormy night he disappeared and was not seen again. 'He must have fallen over the side of the ship,' said the captain.

During the voyage I got to know Long John Silver and see him at work. Although he only had one leg, he moved about on board with amazing ease. The crew did what he told them to and seemed to like him. He was friendly to everyone and was always glad to see me in the galley, which he kept very clean.

'Hawkins, come and have a chat with John,' he used to say. 'Here's Captain Flint, named after the famous pirate,' and he pointed to the parrot he kept in a cage in the corner of the galley. And the parrot used to say, again and again, 'Pieces of eight! Pieces of eight!' until John threw a cloth over the cage.

'It's been everywhere, that old parrot. It says 'pieces of eight' because it was there when the ships were pulled up from the seabed with three hundred and fifty thousand of those coins on board,' explained the cook.

What I heard in the apple barrel



Before we arrived at Treasure Island, something happened that dramatically changed what I thought of Long John Silver. On the deck of the ship was a barrel of apples. One evening, when I had finished work, I went up on deck to get an apple. I climbed into the barrel and found that there were hardly any apples left. But sitting down there in the dark, with the gentle movement of the ship, I must have fallen asleep. Suddenly, I woke up as someone sat down heavily against the barrel. Then the man began to speak. It was Silver's voice. Frightened, I sat and listened.

'No. Flint was the captain, not I,' said Silver. 'I looked after the supplies. I lost my leg at the same time that Pew lost his eyes. But later on I saw Flint's ship so heavy with gold I thought that it would sink.'

'Ah!' said another voice – the voice of Dick, the youngest man on board, 'He was the best of them all, was Flint!'

'Well, I got two thousand from Flint. That's not bad for a simple sailor, is it? I put it all safe in the bank. It's all about saving. But where are Flint's men now? Most of 'em are on board this ship, and they're glad to earn a bit of money,' said Silver. 'You see, I save my money, whereas those other gentlemen of fortune spend it on rum and a good time. Then they have to go to sea again, when they have nothing left but their shirts. But I'm fifty now, and when I finish this voyage, I'll be able to live somewhere for the rest of my life.

'But you can't go back to Bristol after this,' said the other voice.

'Right, and my wife is getting all my money now. She's selling The Spy-glass and she'll meet me somewhere away from Bristol when I'm finished,' explained Long John.

'I like my job much better now I've talked with you,' said the young man.

'You're a brave boy, and clever too,' answered Silver. 'And I've never seen a better gentleman of fortune.'

By this time I had begun to understand that when Silver said 'gentlemen of fortune' he meant pirates, and I knew that he had just corrupted one of the honest men on the ship.

A few minutes later, Silver called another man over to the barrel.

'Dick's with us,' said Silver.

'Oh, I knew he would be,' replied the voice of the coxswain, Israel Hands. 'But when are we going to do something? I want their food and drink,' he said.

'Now,' started Long John Silver, 'Captain Smollett is an excellent sailor, and the doctor and the squire have the map somewhere secret, which means I don't know where it is, do I? So I say that we wait until they've found the treasure, and they've helped us to get it on board.'

'But we're all sailors on board this ship!' cried Israel. 'We don't need Smollett and the others.'

'We can sail the ship,' said Silver angrily, 'but who would know which direction to go? Listen, I know the type of man you are. You're never happy until you're drunk, and then you make mistakes. But I know how to do this and, believe me, if we do it too quickly, then we'll hang.'

'All right, but when we do get them, what will we do to them?' asked Dick.

'We can leave them on the island, or we can kill them – that's what Flint or Billy Bones would have done,' said Silver. 'I say we ought to kill them. We'll wait, and then we'll do it,' said Silver. 'Now, let's have some rum!'

'Dick,' said Silver, 'I'll let you get it. Here's the key. Fill up a cup and bring it up.'

I realized that this must have been how Mr Arrow had got the drink that killed him.

While Dick was gone, I heard Israel speaking quietly to Silver. I heard him say, 'not another man of them will join us.' So, I thought, there must still be honest men on board.

Moments later the moon started to shine down on me in the barrel, and almost at the same time a voice shouted, 'Land ho!'

I share the bad news

Men came running onto the deck, and I jumped quickly out of the barrel without being seen and joined them at the bow. To the south-west were the three hills of Treasure Island. I heard Silver tell Captain Smollett that he had stopped in a bay here years before to get supplies and water.

'Look at this map,' said Captain Smollett, 'and show me the place.'

Long John's eyes burned in his head as he took the map. However, the map was not the map we had found in Billy Bones's chest. It was a new copy, complete in every detail apart from the red crosses and the written notes. Silver must have been disappointed, but he managed to hide it well.

A few moments later, when I was close enough to Dr Livesey, I quietly told him that I urgently needed to speak to him, the squire and the captain in the cabin.

I explained everything I had heard. All three of them thanked me for my luck and for being brave.

'Captain,' said the squire, 'you were right, and I was wrong. He now realized the terrible mistakes he had made. 'I am stupid,' he went on, 'and I put myself under your orders.'

'First,' began the captain, 'we must go on, because we can't turn back. If I told them to turn back they would attack us immediately. Secondly, we have time, at least, before we find the treasure. Thirdly, there are honest men. Now, sir, there will be a fight sooner or later, and so I think we should attack them when they least expect it. Can we be sure that the men you brought with you from home are honest, Mr Trelawney?'

'Yes, as honest as myself,' replied the squire.

'So that's three men,' said the captain, 'and we make seven. Now, which of the other men do you think are honest?'

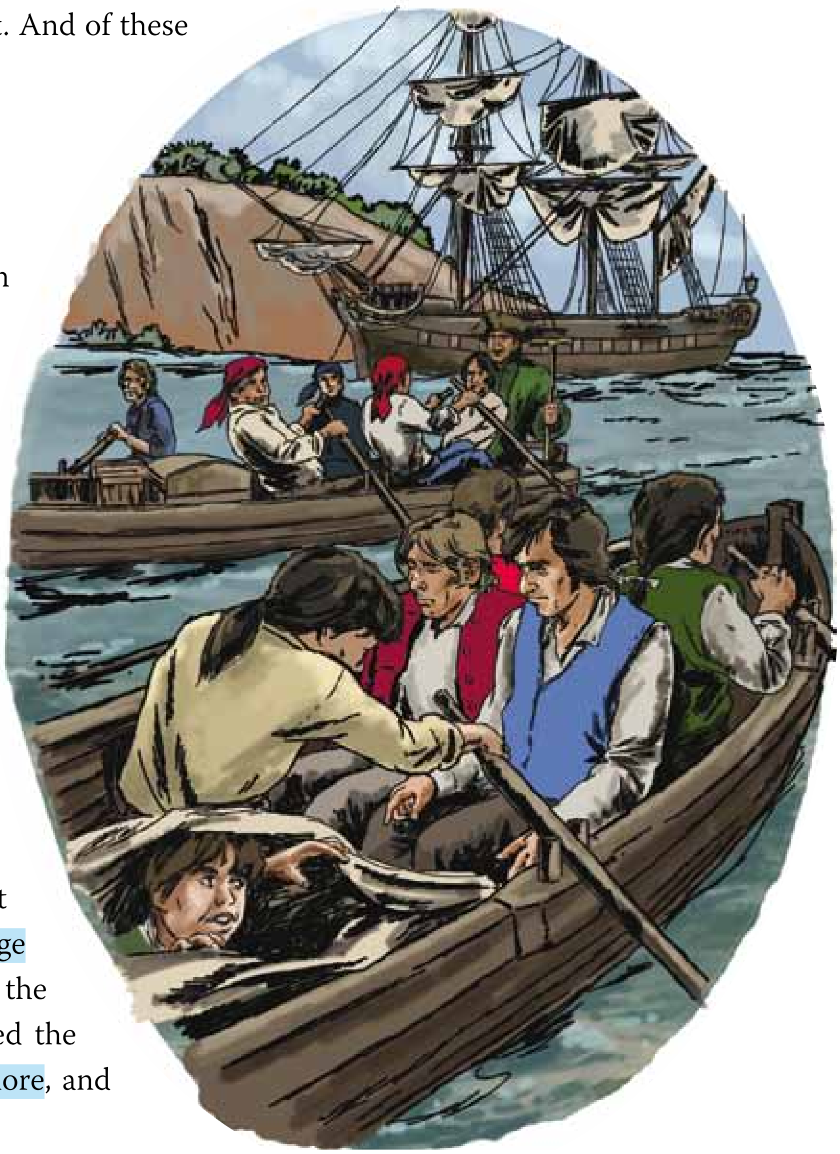
'Probably the men that Trelawney found before he met Silver,' said the doctor.

'But perhaps not,' said the squire, 'Israel Hands was one of mine, but he's with Silver.'

'Well,' said Captain Smollett, 'we must keep quiet and watch them all. We shouldn't do anything until we know our men.'

'Jim here,' said the doctor, 'can help us more than anyone. The men like him and he's good at noticing things.'

I began to feel very worried, since I did not feel that I could help very much. In the end it was because of me that we were saved. However, at that moment our situation looked very bad. There were only seven out of the twenty-six on board who we knew were honest. And of these seven, one was only a boy.



Episode 5: We arrive at the island

How my adventure on shore began

The island looked very different when I came on deck the next morning. We had made good time in the night, and the ship was lying approximately half a mile to the south-east of the island. Grey-coloured woods covered a large part of the surface, and rocky hills pushed up high above these trees. The Spy-glass was the tallest hill on the island by more than three or four hundred feet, and it had a large, flat top. I did not like the look of Treasure Island.

With some difficulty, we brought the ship into a safe but narrow passage of water between Treasure Island and the nearby Skeleton Island, and we dropped the anchor. The trees came down to the shore, and

there was a swamp with two little fresh-water rivers running out into it. The air smelt of dead, wet leaves.

As soon as we arrived at the island most of the crew lay around on the deck grumbling together. Orders were followed slowly and carelessly, and mutiny, it was clear, was hanging over us like a big, black cloud.

We decided to have a meeting in the cabin.

'Sir,' said the captain, 'things are becoming very difficult, and there's only one man who can help us.'

'And who is that?' asked the squire.

'Silver, sir,' replied the captain. 'He's as worried as us, and he's trying to hide what's happening. As soon as he can, he'll talk to his men and tell them to work hard and keep quiet. Let's give the men an afternoon on the island. Provided that most of them go ashore with Silver – you'll see – he'll bring them back as quietly as sheep.'

And so it was decided. The squire, the doctor, the captain, myself, three other good men and about a third of the crew were going to stay on board the Hispaniola. Meanwhile the other thirteen men, including Silver, excitedly started to climb into the small boats.

It was then that I had the first of the mad ideas that helped so much to save our lives. With so few men on board, I was not needed on the ship. In a second I had climbed over the side, and quietly dropped down into the bottom of the nearest boat.

I thought no one had seen me. However, Silver, who was in the other boat, called out to know if it was me. I said that it was, and I wondered whether perhaps I should have stayed on board the ship.

When our boat reached the beach, I jumped out and ran into the trees. Not long after that, I heard Long John Silver shouting after me, 'Jim, Jim!' but I did not stop. I ran and ran until I could run no more.



The first shot

I was happy that I had avoided Long John, and I began to relax. Then, after I had continued walking through the woods for some time, I suddenly heard voices. The voices grew louder and nearer, and I hid behind a tree. I thought that I should try to listen to the conversation, so I quietly moved closer through the trees. At last, I looked down a little hill towards an open area of swamp, and I saw Long John Silver and one of the crew.

'Mate,' Silver was saying, 'it's because I like you. If I hadn't liked you from the start, do you think I'd be warning you now? It's all finished, and you can't do anything to change things. I'm trying to save you – join with us, Tom.'

'Silver,' said the other man, 'you're old, and you're honest, and you've got money, too, and you're brave. And you're telling me you'd join those men? Not you! I'd prefer to lose my hand than turn against my duty.'

Suddenly, from far away there was a loud cry of anger, then a horrible, long scream. It was a death cry, and the sound of it would not leave my head.

'What was that?' said Tom, shaking with fear.

'Oh,' Silver quietly smiling, 'that must have been Alan.'

'Alan!' cried Tom. 'God rest his soul! He was a true seaman. You've killed Alan, have you? Kill me, too, if you can.'

And with that, this brave man turned and walked away. With a cry, Silver threw his crutch with all his strength. It hit Tom hard in the middle of his back. He fell down, and in a moment, Silver had jumped on top of him and had killed him with a knife.

Then I saw Silver slowly cleaning the blood from his knife on some grass. He took out a whistle and blew on it several times.

I did not know what this meant, but guessed that more men would be coming. I began to move away as quickly and as quietly as I could. They had already killed two people. Might I be next?

I ran and ran, full of fear. How could I go back to the boats with these men after what they had done? Would they kill me as soon as they saw me? It was a disaster, I thought. There was nothing left for me but death by one of the mutineers, or by starvation.

But as I ran through the woods, a new fright made me stop suddenly, and I stood still, my heart racing.

The man of the island

Something had jumped with great speed behind a tree. It could have been a bear, or a man, or a monkey: I could not tell. I was very frightened, and I could not move. Then I saw it again, running on two legs. It was dark and strange and bent over, but I knew that it was a man.

I had a pistol with me, and that now made me feel a little braver. I started to walk to where the man was. He had been hiding behind a tree, but as soon as I came closer he stepped out to meet me.

'Who are you?' I asked.

'Ben Gunn,' he answered, 'I'm poor Ben Gunn. And I haven't spoken to anyone for three years.'

'Three years!' I cried.

I could now see that he was a white man, but that his skin had been burnt by the sun. He was wearing bits of old seaman's clothing and these bits were held together with sticks, various buttons and bits of string. He had an old belt around his waist, which was the only thing that looked normal about him.

'I was marooned three years ago,' he said.

I had heard the word, and knew that it meant being left alone by your shipmates on a distant island with only a gun to help you survive.

'I've lived on goats, berries and fish since then,' he continued. 'You haven't got a bit of cheese with you, have you? I've been dreaming of cheese.'

'Provided that I get on board again,' I said, 'you will have lots of cheese.'

'On board?' he repeated. 'What's your name?' he asked.

'Jim,' I told him.

'Well, Jim. I've thought about it on this lonely island, and I'm a changed man. You won't see me drinking rum again … or, well, just a little for luck, of course. And I'm going to be good. And,' he looked around him carefully, 'I'm rich. Rich! And I'll tell you something … I'll give you some of it, since you were the first man to find me!'

But with that, he suddenly looked frightened and held my hand hard. 'It's not Flint's ship you're from, is it?' he asked.

This gave me hope. Perhaps I had found someone who would help me.

'No, it's not Flint's ship. Flint is dead,' I replied. 'But there are some of Flint's crew aboard, which is bad news for the rest of us.'

'Not a man … with one … leg?' he said.

'Silver?' I asked.

'Yes, that was his name. If you were sent by him, then I'm a dead man,' he said quietly.

I had decided what to do in a moment. I told him all about our voyage, and the crisis we were now in. He listened carefully, and then he said, 'You're a good lad. Don't you worry, Ben Gunn will help you. Now, do you think your squire would pay me well to help him? And take me back home on the ship?'

'The squire is a gentleman, and anyway, if we don't have the others, we will need you to help sail the ship home,' I said.

'Well,' he continued, 'I'll tell you some of my story. I were on Flint's ship when he went to bury the treasure. He took six strong sailors with him, but he came back alone – he'd killed them all. Billy Bones was the ship's mate, and Long John looked after the supplies. Well, I was on a different ship three years ago when I saw this island again. "Boys," I said, "let's stop and get Flint's treasure." The captain wasn't happy, but for twelve days we looked for it, and found nothing. Every day they got angrier and then they said, "here's a gun, a pickaxe and a spade. Find it yourself!" Then they all went aboard and left me here. But I've been busy these three years, see?' And guess what? He winked at me.

'But how are we going to get back on board?' I asked.

'Ah,' he said, 'I've made a small boat. I keep her under the white rock.'

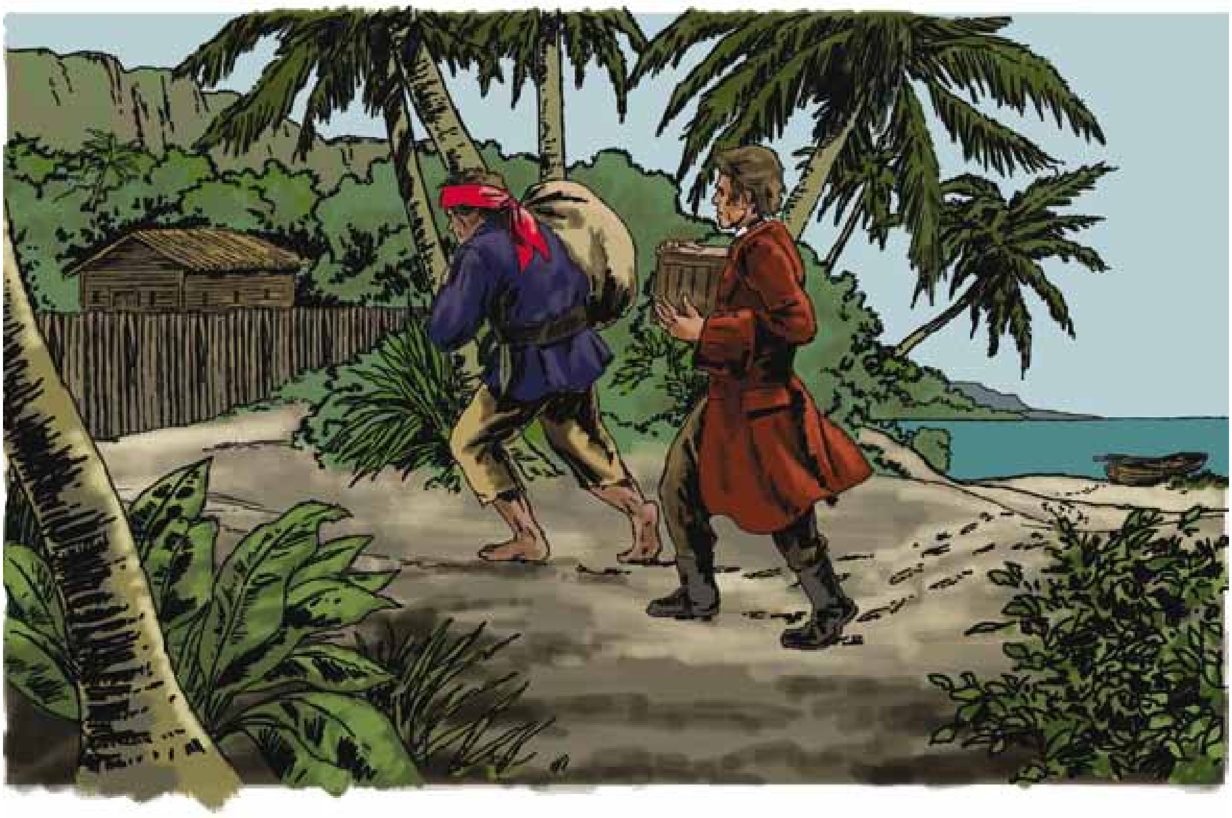
Just then, there was the sudden loud crash of a cannon.

'They've started to fight!' I cried.

Episode 6: The stockade

While Jim was ashore (the doctor now tells the story)

It was about half-past one when the two boats went ashore from the Hispaniola and the captain, the squire, and I were talking in the cabin. Down came Hunter,



who was one of the honest men, and he told us that Jim Hawkins had got into one of the boats and gone ashore with the other men. We trusted him, but we were worried about his safety.

After a while Hunter and I decided to take another rowing-boat and go ashore in order to explore. The first two boats had gone far to the right, but Hunter and I came straight in, in the direction of a stockade which we had seen on the treasure map. There was a man waiting in each of the boats on the shore. They saw us but did nothing.

When we landed, I jumped out holding two loaded pistols and ran into the trees. I had not gone more than a hundred yards when I came to an open area and saw the stockade.

There was a little hill that had a fresh-water spring coming out of it. A strong wooden house, which was big enough to hold about twenty people, had been built by this spring. Each wall had several holes in it so that muskets could be fired from inside. All around, a wide space had been cleared, and then the stockade was completed by a tall fence. With its fresh water and strong walls, the stockade would be the best place for us to stay.

Suddenly, from across the island, there came the terrible cry of a dying man. I made my decision in a moment, ran towards the shore and jumped into the boat.

We were soon on board the Hispaniola again, where everyone was frightened and worried. I told the captain my idea and we made a plan. We gave old Redruth three or four loaded muskets and left him on the ship to watch the six seamen that we did not trust. Then we started filling the boat with supplies: gun powder, muskets, bags of biscuits, small barrels of meat and brandy, and of course, my medicine chest.

As we rowed to the shore, one of the seamen much further up the beach saw us and ran into the woods. We unloaded the supplies and left Joyce, who was another

honest man, to look after the supplies, Hunter and I returned for a second load. The reason why we risked a second trip was that, though the majority of the crew were on the island, not one of them had a gun.

When we had unloaded after the second trip, Hunter and Joyce stayed ashore and I rowed as fast as I could back to the Hispaniola. Then the squire, Captain Smollett, Redruth, myself and one other sailor – Abraham Gray – climbed into the boat.

This fifth trip was dangerous. There were too many men, and we were also carrying another load of supplies. The sea had become rougher and several times some water came over the side of the boat.

Suddenly, the captain said, 'Look behind us! The gun!'

The five men left on board were preparing to fire the cannon – we had forgotten all about this big, powerful gun.

'Israel was Flint's gunner,' said Gray, with fear in his voice.

Trelawney, who was the best of us with a gun, loaded his musket. We stopped rowing, then he took aim, and fired. Just at that moment Israel Hands, who had been loading the gun, bent down. The shot flew past him and hit one of the other men on deck. Then we heard shouting from the ship and also from the shore, where we could now see the other pirates coming out of the woods.

It was not long until a shot from the cannon fell right by our boat, and she began to sink. Luckily, we were not far from the shore. As we walked through the waves and up onto the beach our poor boat and about half of our powder and supplies lay underwater behind us. To make things worse, we could now hear shouting coming from the woods nearby.

The first day in the stockade

We ran as quickly as we could to the stockade, and at every step we could hear the pirates' voices more loudly. Just as we reached the stockade seven men appeared out of the woods. The squire and I fired, and so did Hunter and Joyce from inside the log-house. One of the mutineers fell to the ground and the rest turned and ran into the trees. We went to look at the man who had fallen, and at that moment a shot came out of the trees and hit poor Tom Redruth. He cried out with pain, and we carried him, bleeding, inside the wooden house.

The squire fell down beside him and kissed his hand, crying like a child. Redruth was a good man and had always followed orders silently and well.

Not long after that, he closed his eyes and died.

The captain, whose pockets were full of things he had taken from the ship, took out a flag and put it carefully over Tom's body. Then he put another on a tall tree branch high above.

Following that, he came to me and spoke quietly. 'Dr Livesey,' he said, 'how many weeks is it until Blandly will send a ship to look for us?'

I told him it would be months, and not weeks.

'Well, sir, then it's very bad that we lost the second load of supplies. The food supplies are very limited,' he replied.

Just then, with a loud roar, a cannon ball landed inside the stockade. 'Perhaps they can see the flag from the ship,' said the captain. We were safe enough inside, but the balls continued to fall throughout the evening.

'The woods between us and the beach are probably safe,' said the captain after several hours, 'and it will now be low tide. Our supplies shouldn't be underwater now. I need some volunteers to go and bring them back.'

Gray and Hunter went quietly down to the shore, but they were too late. Four or five of the mutineers were already there, loading our supplies onto one of their small boats. Silver was in the boat, and all the men now had muskets, which must have been kept secretly on the ship.

There were now only six of us left, with food supplies to last us for only about ten days. Redruth was dead, and we did not know what had happened to Jim Hawkins.

Then, suddenly, there was a call from outside.

'Doctor! Squire! Captain!' cried a voice.

And I ran to the door and saw Jim Hawkins climbing safely over the stockade fence.

I join the others
(Jim Hawkins continues the story)

As soon as Ben Gunn saw the flag on the stockade, he stopped walking.

'Now,' he said, 'when you see your friends, tell the squire or the doctor to come and see me. You know where to find me – up in the woods where you saw me today. Tell them there's a good reason why I'm hiding.'



'Good,' I said. 'Can I go now?'

The cannon suddenly started firing again and we ran in different directions into the trees. Slowly, I went down the hill closer to the sea, and soon I could see the Hispaniola, and I could see the Jolly Roger – the black flag of piracy – flying from her mast. As I was going down towards the stockade, I saw a large white rock some distance further along the beach. I thought that this might be the rock that Ben Gunn had spoken about, and that one day, if I needed a boat, I would know where to look.

There was a warm welcome for me at the stockade and I happily told them my story. Later that evening we buried old Tom Redruth in the sand and stood silently around him for a while. Then we ate some meat and drank some brandy.

The squire, the doctor and the captain discussed what to do. We had very little food, but it was decided that we would fight the pirates as best we could. There were fifteen of them now, and two of those had been shot and hurt. To help us, on the other hand, there was also the rum the pirates were drinking: though the pirates were half a mile away, we could hear them well, singing and shouting late into the night.

I was very tired, and when at last I got to sleep, I slept like a log.

Silver's visit

I was woken up by the sound of voices early the next morning.

'There's a white flag!' I heard someone say, 'It's Silver!'

There was a man with Silver who shouted, 'Captain Silver, sir, wants to talk and make peace.'

'I don't know him. Who's he?' cried the captain, adding to himself, 'So it's "Captain" now, is it?'

And now Long John answered, 'It's me. These poor men chose me to be the captain, after you deserted the ship. We want to talk to you and agree something.'

And then Silver came up close to the fence, threw over his crutch, and with a great effort managed to climb over. When he finally got near the log-house, he sat down heavily on the sand.

'Well, captain,' he said, 'we want that treasure. You've got a map, haven't you? And we want it. If you give us the map, and stop shooting poor seamen, we'll give you a choice. You help us get the treasure, then you come with us on the ship, and I promise you I'll leave you somewhere safe ashore. Or you can stay here. We'll give you half of the supplies, and I promise I'll tell the first ship we see to come and get you.'

'Now you will hear me,' said Captain Smollett. 'If you come here one by one without guns, I'll put you all in irons and take you home to England for a fair trial. If you don't, you are beaten anyway. You can't find the treasure, you can't sail the ship, and you can't even fight us. Now, off you go.'

Long John Silver was red with anger. With much difficulty, he pulled himself along the ground to where his crutch lay. Then he stood up and spat in the spring.

'There!' he cried, 'that's what I think of you! I'm going to destroy this old stockade, and those that die will be the lucky ones!'

And swearing loudly, he moved away, pulled himself slowly over the fence and was gone.

The captain soon made sure that we all had muskets and told us where to stand. There were more of them than there were of us, but at least we had the stockade.

After an hour of waiting, a group of mutineers suddenly appeared from the woods on the north side and ran towards the fence. At the same time, shots came from the woods to the other side. The squire and Gray fired again and again from inside the log-house and hit three men as they climbed over the fence – two of them were shot dead, and the third ran away. But four more had got inside the fence, and then they were on us with pistols and swords.

One of the pirates put his hands on Hunter's musket, pulled it through the hole in the stockade wall, and used it to hit Hunter hard on the head. He fell to the floor and did not move. We picked up swords and ran out of the house to fight. I saw the doctor cut a man across the face, and Abraham Gray cut down another man who was coming to attack me. After a few minutes of terrible fighting, it was all over. We had won. Six of their men lay dead, or dying, and the rest had run away.

But when we went back to the log-house, we saw that Hunter was lying on the floor. Joyce had been shot dead, and the squire was holding the captain, who was badly hurt.

Episode 7: My sea adventure

How my sea adventure began

The mutineers did not return that day. However, Hunter never woke up again and died some time the following night. The captain had been shot in the shoulder and the leg. However, the doctor stated that he would certainly recover provided that he was given enough time to rest. That left us just four healthy men: the doctor, the squire, Gray and myself.

After eating lunch, the doctor picked up two pistols, a musket, a sword and the treasure map and walked quickly into the woods to the north. I thought that he was probably going to see Ben Gunn.

I started to wash out the log-house. It was hot and it was filled with blood and dead bodies. I hated it and wanted to get away. After a moment's thought, and while the squire and Gray were not looking, I filled my pockets with biscuits, took two pistols and immediately left the log-house.

This was the second reckless thing I had done, and this time I had left only two men to protect the stockade. But, like the first act, it would help to save us. I had decided to go down to the white rock and find Benn Gunn's boat. It was beginning to get dark now, and as I walked among the trees I saw a boat, with Silver and some other men aboard, rowing from the Hispaniola to the beach. I went on to find the white rock as the light died, and it was almost totally dark by the time I finally found the little boat. It was very small, even for me, and it was made from a frame of rough pieces of wood covered in goat skins. There was also a paddle. Now that I had found the boat, I had another idea. I could use the boat to go secretly out to the Hispaniola in the dark, and cut her free from her anchor to stop the pirates going to sea.



By now it was very dark. I could see the pirates' campfire further along the beach, and just one light out in the water which showed me where the Hispaniola lay. I carried the little boat down to the water, and with some difficulty, climbed in.

The tide had changed and was going out. It was hard to get the little boat to move in the right direction, but despite this, I managed at last to get near the ship. When I found the anchor rope, I took out my knife and started to cut it. As I was cutting, I could hear two men arguing and fighting in the ship above me. It was clear that they had drunk a lot of rum, and I knew one of the voices – it was the voice of Israel Hands. On finally cutting through the rope, the ship suddenly started to turn and move with the tide along the narrow passage of water. It moved quickly, and my boat moved along with it. At one point, I saw that I was close to the waves and the beach where they were breaking. The campfire was closer now, with the pirates all around it, and I heard words from a song I had heard them sing many times on the ship:

'But one man of her crew alive,
What put to sea with seventy-five.'

I lay down in the bottom of that very small little boat, and I believed that I was going to be thrown out into the sea to die.

I must have stayed like that for hours, being thrown about on the waves, expecting to die at any moment, but also exhausted. Slowly, I fell asleep and dreamed about home and The Admiral Benbow.

Alone at sea

When I woke the sun was up, and I found myself about a quarter of a mile off the south-west end of Treasure Island. However, the shore was very rocky and the sea rough, so I could not risk trying to go ashore. I tried to paddle, but the boat was difficult to steer and water started to come in. I felt horribly frightened. How could I hope to reach land?

Some time later, as I moved around the coast, I suddenly saw the Hispaniola in front of me, less than half a mile away. Her sails were moving freely in the wind, and it was clear to me that no one was sailing her. I thought that the two men must be asleep from the rum. If only I could get on board, I might be able to return her to her captain.

I knew what I needed to do. I sat up and started paddling again. Despite water coming into the boat, I went on paddling until at last I was close to the ship. I could see that one of the booms was hanging out over the side of the ship, and when a large wave came I pushed myself up and reached for it.

Israel Hands

As I dropped down onto the deck, the ship came into the wind, swung round and nearly threw me back into the sea. I managed to stand up, and then I saw a man lying dead further along the deck. Near him was Israel Hands, sitting against the side of the ship. His eyes were closed and his face was white. I could see blood on the deck and a large cut on his leg. I thought that the two men must have killed each other. At that moment, Israel moved a little and asked me to get him some brandy.

I quickly went down to the cabin. It looked terrible and was covered in empty bottles, but I managed to find a little brandy, as well as some biscuits, cheese and raisins for myself. After drinking the brandy, Israel was stronger and asked me where I had come from.

'I've come to take the ship,' I replied. 'and please think of me as your captain.' He looked at me but said nothing. Then I pulled down the pirates' black flag and threw it into the sea.

I did not trust Israel Hands, but I knew that I could trust him on one point – we both wanted to beach the ship somewhere safe, where she could easily be returned to the sea. Hands offered to tell me how to do it.

So, with Hands giving me step-by-step instructions, we brought the ship slowly into the North Inlet. Then he cried, 'Now, my boy!' and I turned the ship quickly and she started to move towards the shore.

While waiting for the ship to beach, I turned to face Hands. When our eyes met we both cried out. My cry was of fear, because he was now standing and had a knife in his hand. His was a cry of attack. He came towards me, but I ran to the side, pulling one of my pistols out from my belt as I moved.



At that moment, the ship ran onto the shore and with a huge and sudden movement, fell over to one side. We both fell down onto the deck, but I jumped up again and started to climb the nearest mast. On getting high up the mast, I stopped to load my two pistols. Hands began to come up the mast after me, and then he stopped climbing and threw his knife at me. Despite the fact that it hit me in the shoulder, I fired both my pistols. Hands cried out and fell into the water below.

'Pieces of eight'

After a few moments of fear, I saw that the knife had not hurt me much and I climbed slowly down. Hands was dead in the water. I got rid of the other body by lifting it over the side of the ship to join Hands.

Before leaving the ship I pulled in as many of the sails as I could. Then I dropped down into the water and walked to the beach. I was very excited and could not wait to get back to the stockade to tell the others that I had got the ship back.

It was late at night by the time I found my way to the stockade. As I came towards the gate I was pleased to hear the sound of my friends snoring. Then, when I walked in, a strange voice suddenly cried out, 'Pieces of eight! Pieces of eight! Pieces of eight!'

It was Silver's parrot, Captain Flint! There was no time to think. The men woke up immediately and Silver cried, 'Who goes there?'

I tried to run away, but it was impossible, and they soon caught me.

Silver ordered someone to go and get a torch, and I waited for the light to come.

Episode 8: Captain Silver

In the enemy's camp

'You've come to visit us, Jim,' said Long John. 'That's nice.'

I said nothing but looked Silver in the face.

'Now, I've always liked you, I have,' said Silver. 'Your friends won't take you back after this. And unless you're going to start a third group of men on your own, you'll have to join us.'

So, my friends were alive.

'If I have the freedom to choose,' I replied, 'I think you should tell me what's going on, and where my friends are.'

'Yesterday, Dr Livesey came with the white flag to speak to me,' explained Silver. 'He told me that the ship had gone. We didn't have any food, and so he suggested that we should make a bargain with him, and that's what we did. So here we are, with the supplies, brandy, log-house and firewood. I don't know where they are.'

'Well,' I said, 'You've got no ship, the treasure's lost, men have died and everything's gone wrong. And if you want to know who did it … it was I! I was in the apple barrel the night we first saw Treasure Island, and I heard everything you said. I cut the anchor from the ship, and killed the men on board her, and hid her somewhere where you'll never find her. Kill me if you want, or save me. But if you save me, I'll forget all this and support you when you are in court for piracy.'

For a moment there was silence as they all just looked at me.

'He knew Black Dog,' said one man. Silver added, 'And it was this same boy who got the map from Billy Bones.'

At this moment another man jumped up with a knife and said, 'Then I'm going to kill him.'

'Stop,' said Silver. 'You're not the captain. I like that boy – he's better than all of you, and I say he stays alive. You've chosen me to be captain. If you don't want me, you know what to do.'

After a short silence the men went outside to hold a council. The men walked out one by one, leaving Silver and me alone, and they were gone for some time.

'Jim,' said Silver quietly, 'you could die now. We're in a lot of trouble but I'll do my best. If I can, I'll save your life. But, see Jim, then you have to save me from being hanged.'

I thought for a moment and then promised that I would do what I could for him.

'And there's something else, Jim. The doctor has given me the treasure map. Why do you think he did that?'

My mouth fell open, which showed Silver that he did not need to ask more questions.

The black spot again

The door opened, and the five men came back inside. One of them walked towards Silver nervously, and gave him a piece of paper marked with a black spot. I remembered the captain's fear of 'the black spot' long before, back at The

Admiral Benbow.

Silver turned over the small, dark piece of paper and then said, 'Well, what does it say? "Deposed" Well, I'm still your captain until you tell me why you're unhappy, and I reply. After that, we'll see.'

'Well, first,' replied one of the men, called George Merry, 'you've made a mess of this voyage. Second, you let the enemy out of here for nothing. Why did they want out? I don't know, but I know that's what they wanted. Third, you wouldn't let us shoot as they were leaving. And finally, there's this boy.'

'I made a mess of this voyage, did I?' asked Silver quietly. 'You all know that I didn't want to attack them until the treasure had been found and we were on our way back to England. If you'd listened to me, we'd all still be on the Hispaniola. Every one of us would be alive and there'd be food and drink and treasure on board! But you men wouldn't do what I told you. Because of what you've done, we could all hang! And isn't this boy a hostage? He might be our last chance. Kill that boy? I wouldn't. Second – the doctor comes here every day to look after that big cut on your head, John, and give you medicine, George. And there's another ship coming, and it's not so long until then. We'll see who'll be glad to have a hostage when that time comes. Third – you asked me to bargain. And if I hadn't made a bargain, we'd all have starved. And this is why I did it,' he shouted, and he threw a paper down in front of him.

It was the treasure map, complete with the three red crosses. The mutineers jumped on the map like five cats on a mouse. They were so excited that you would have thought they were actually getting their hands on the gold itself.

Soon, however, Merry said, 'This is all very good – but how are we going to get away without a ship?'

'You and the other men lost us the ship,' said Silver angrily, 'and I got us the treasure. Who's the better man? I've had enough. Choose yourselves another captain.'

'Silver!' they cried, 'Silver forever!'

The doctor's visit

The next morning, I was woken by someone shouting, 'Here's the doctor.' As the doctor came near, Silver said, 'We've got quite a surprise for you, sir.'

As the doctor came into the log-house he nodded his head towards me and then started to look after the two sick men. When he had finished, he asked to speak to me before he left.

'Hawkins,' said Silver, 'do you give me your word that you won't run away?'

I promised that I would not, and he agreed to let me go outside to talk with Dr Livesey. He told the doctor to go and wait for me down by the fence.

The other men were very angry and argued against it, but we walked down to meet the doctor. Silver said to him, 'I saved the boy's life, and was nearly deposed for it, too – he'll tell you so. So surely you'll have a good word to say about me? I'll be honest – I don't want to be hanged.' Then he left us and walked some distance away.

'Jim,' said the doctor, 'You waited until Captain Smollett was ill and could do nothing, and then you ran away. That was very cowardly.'

'Doctor,' I said. 'I'm very sorry, and I think I'm going to die anyway. I would have been dead by now if Silver hadn't saved me.'

'Then quick,' he replied, 'let's run away. One jump and you are out!'

'No,' I answered, 'I gave my word and I must stay. But I'll tell you one thing in case I do die. I've got the ship, partly by luck and partly by risking my life. She lies in the North Inlet.'

'The ship!' said the doctor. I then quickly explained everything that had happened.

'At every step,' he answered, 'it's been you who's saved our lives. We won't now let you lose yours. And finding Ben Gunn was the best thing you've ever done.'

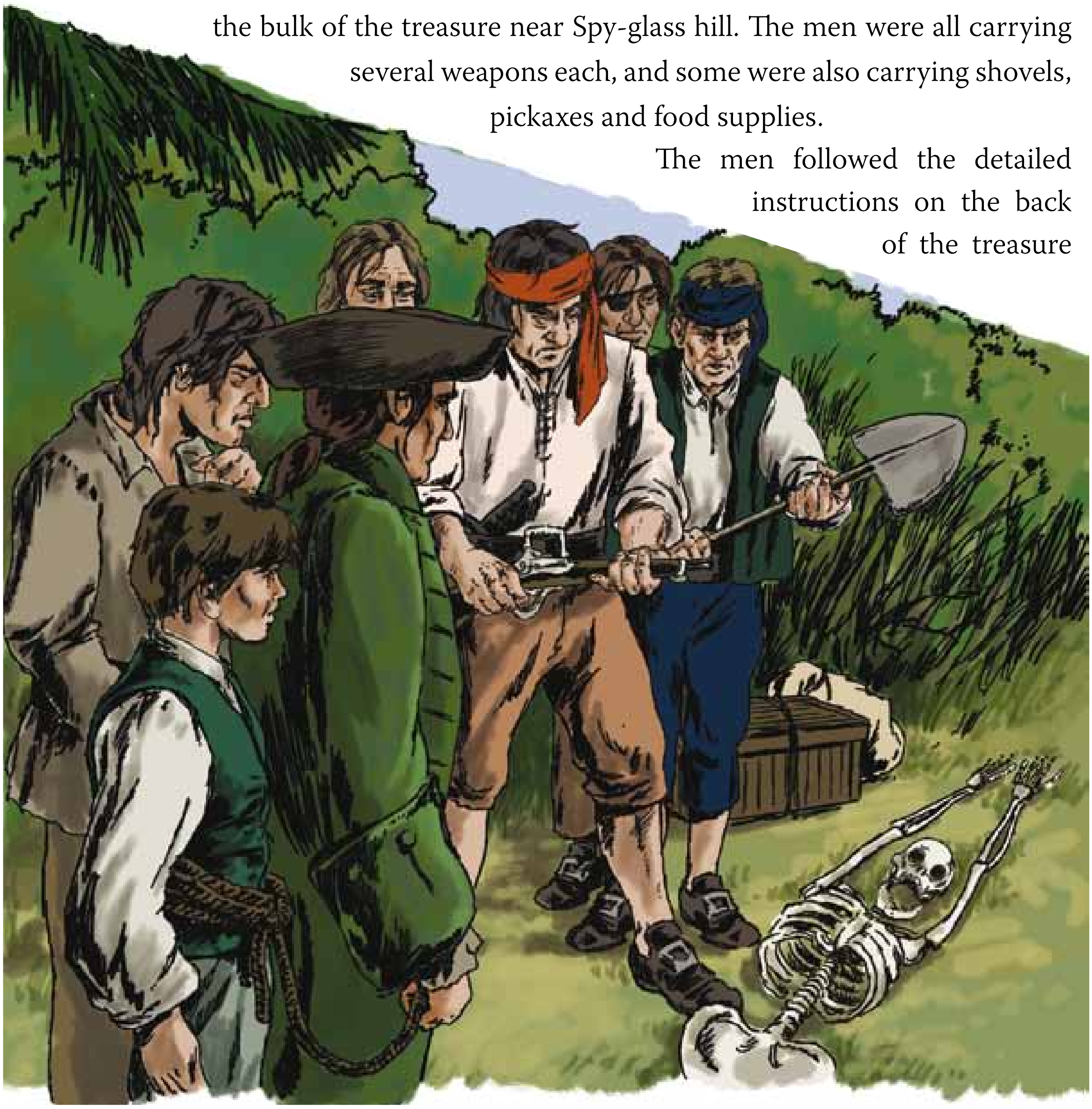
Then he called to Silver. 'Silver,' he said, 'I'll give you some advice. Don't be in a hurry to get that treasure. And when you find it, expect trouble.'

Silver asked him what he meant by that, but the doctor said, 'I can't say more. It's not my secret. If we get out of here alive, I'll do my best to save you. And another thing – keep the boy close to you, and when you need help, shout.'

The search for the treasure

I did not trust Silver. It was with a heavy heart that I, tied to a length of rope that Silver was holding, followed the men when they went up the hill to look for the bulk of the treasure near Spy-glass hill. The men were all carrying several weapons each, and some were also carrying shovels, pickaxes and food supplies.

The men followed the detailed instructions on the back of the treasure



map. We crossed swamp and woodland and then climbed up towards the flat top of the Spy-glass. One of the men in front suddenly screamed out in fear. Near a tree he had found a skeleton, lying unnaturally straight, with its arms pointing up above its head. Silver thought for a moment and then asked one of the men to take a compass bearing. The body pointed from Skeleton Island to Spy-glass hill.

'I thought so,' cried the sea-cook, 'Flint killed this sailor and left his body here as a pointer to the treasure! What a terrible man, that Flint.'

The men were much quieter after that, and they walked closer together. All of a sudden, from the trees in front of us, came a thin, high voice, singing the words we knew well:

'Fifteen men on the dead man's chest –

Yo-ho-ho, and a bottle of rum!

I have never seen men more frightened than those pirates. 'It's Flint's ghost!' cried one of them.

But Silver spoke up, 'Shipmates,' he cried, 'I'm going to get that treasure and no man will stop me whether he's dead or alive.'

After a few words from Silver, the men agreed to go on. And we looked for the tall tree marked on the map, where the treasure lay buried. They now walked faster and Silver was full of excitement. I knew that all Silver wanted was the treasure, and to get away from the island, and that he would kill anyone who stood in his way. As we came near the great tree the men began to run, and then they stopped suddenly.

In front of us was a great hole, not recently made, and very little else. The treasure that lay under the first of the red crosses on the map had been found and taken!

The end of the fight

The pirates, swearing and shouting, jumped into the hole and started to dig with their hands. One finally found a single piece of gold. In the meantime, Silver had recovered quickly from the shock. He quietly passed me a pistol and whispered in a friendly way, 'Jim, take that. And be ready for trouble.' He had changed sides again. Then, taking me with him, he moved slowly to the other side of the hole. The pirates, finding nothing more, climbed out of the hole opposite us.

George Merry shouted at Silver, 'That's the treasure, is it?' He turned and spoke to the other four pirates, 'Now, mates. I say we kill them ...'

At that moment there came the sound of muskets firing and Merry fell into the hole, another dropped down dead and the remaining three men ran away.

In a moment Silver had shot George Merry again and killed him. The doctor, Gray and Benn Gunn then came out of the trees to join us. As we walked down to the boats, the doctor told us what had happened.

Benn Gunn, during his long time on the island, had found the skeleton, and then the treasure. He had dug it up, and carried it, load after load on his back, to a cave he had found on the other side of the island.

When the doctor had heard this, and had seen that the ship had gone, he realized that the map was useless. He went to Silver and gave him the map, and the supplies,

because he knew that the best place to be was in the secret cave, with the treasure and Benn Gunn's food supplies. When Dr Livesey saw that I was with the mutineers, he had run as fast as he could to be ready at the hole with Benn Gunn.

When we got to the boats, the doctor used a pickaxe to break up one boat, and then we all climbed into the other and started to row the eight or nine miles to North Inlet. As we got close, we came round a hill and saw the black mouth of Ben Gunn's secret cave. The squire was standing there, looking after the treasure. He did not look pleased to see Long John Silver.

We found Captain Smollett lying by a fire inside the cave, and behind him I could see a very large pile of gold coins.

So this was Flint's treasure. How much pain, sadness, and blood it had cost, and how many ships had been sunk, cannons shot and lies told no one could say.

That night I ate a wonderful meal with all my friends around me. We ate Benn Gunn's salted goat, and had some wine from the Hispaniola. And there was Silver, sitting and laughing with us – the same friendly, helpful, smiling sea-cook we had left Bristol with.

The return home

The next morning we started work moving the treasure to the Hispaniola. It was hard work, and one of us had to stand with a gun on the hill to watch for the last three mutineers.

Day after day this work went on. We heard the remaining mutineers once only – singing and shouting in the distance. We decided that we must leave them on the island. We left enough powder and shot, most of the goat meat, some medicines and other useful things.

Then we prepared the ship, pulled up the anchor and started to move out of North Inlet. The three men must have been watching us more carefully than we thought. As we came out of the inlet, they were on the beach. They were on their knees and were calling out to us, asking to be saved. The doctor shouted to them, and told them where they could find the supplies we had left. But they continued to shout, and then one of them fired a shot.

Slowly, they disappeared from sight, and by midday the highest rock of Treasure Island had grown small and sunk into the blue sea.

The sun was just sinking down into the water when we dropped our anchor in a beautiful Mexican bay. Many small boats came out to us, full of people selling many different types of colourful fruit and vegetables. The sight of so many smiling faces, the taste of such amazing fruit, and the lights that had begun to shine in the town were a wonderful change from our dark and dangerous time on the island.

The doctor and the squire decided to go ashore for the evening, and they took me with them. When we returned, Silver had gone, and had taken one of the bags of coins with him. I think we were all pleased that we had got rid of him so cheaply.

To cut a long story short, we found a few more sailors, had a good voyage home, and the Hispaniola reached Bristol in the late summer. Only five men who had sailed

from Bristol returned with the ship. 'Drink and the devil had done for the rest,' though we were not in as bad a situation as the other ship they had sung about:

'With one man of her crew alive,

What put to sea with seventy-five.'

We all had a good share of the treasure, and we used it well or badly, depending on the person. Captain Smollett has now retired from the sea. Gray saved his money and studied to become a ship's mate. He also got married and had children. Ben Gunn got a thousand pounds, which he spent, or lost, in nineteen days. Then he went to live in a village, where he still sings in church every Sunday.

We heard no more about Silver. That terrible seaman with one leg has at last gone out of my life. I hope he is somewhere living happily in this world, because I am sure he will not be happy in the next.

The silver and the weapons still lie buried, for all I know, where Flint hid them. But I will never go back to that island, and the worst dreams I ever have are when I see that terrible rocky coast, or when I suddenly sit up in bed, with the hard voice of Captain Flint still loud in my ears, screaming, 'Pieces of eight! Pieces of eight!'



Key words

EPISODE 1

Aye /aɪ/ (adv) an informal, mainly UK, word for 'yes'

bay /beɪ/ (n) (کەنداو = part of the coast where the land curves in so that the sea is surrounded on three sides by the land)

belt /belt/ (n) (قایش)

blind /blaɪnd/ (adj) (کوێر)

chest /tʃest/ (n) See sea-chest.

court /kɔː(r)t/ (n) (دادگا = law court)

crew /kruː/ (n) (تاقم،دەستە)

done for /dʌn fɔː(r)/ (کوشتی = killed)

drunk /drʌŋk/ (adj) (سەرخۆش)

fair wind /feə(r) wɪnd/ (exp) a pleasant wind in the right direction for your journey by sailing ship

fierce /fɪə(r)s/ (adj) (توند ، دڕ)

first mate /fɜː(r)st meɪt/ (n) a ship's most senior officer below the level of captain

foggy /ˈfɒgi/ (adj) (تەماوی)

fourpenny /fɔː(r)pni/ (adj) describing a coin of quite low value, but still an attractive amount for a poor boy like Jim

guinea /ˈgɪni/ (n) an old British gold coin with a value of £1.05

hand-cart /ˈhændˌkɑː(r)t/ (n) (عەرەبانەی شت گواستنەوە)

hangings /ˈhæŋɪŋz/ (n) (لەسێدارەدان – deaths by hanging with a rope around the neck

inn /ɪn/ (n) a small, traditional hotel for travellers in Britain; also a place where local people meet for a meal or a drink

magistrate /ˈmædʒɪˌstreɪt/ (n) a type of law officer who deals with local crimes that are not too serious

mate /meɪt/ (n) (هاوڕێ = friend in idiomatic, uneducated speech)

owe /əʊ/ (v) (قەرزداربوون)

rum /rʌm/ (n) a strong alcoholic drink which is often produced from the sugar crops of the Caribbean islands and which seamen traditionally drank

scar /skɑː(r)/ (n) (جێ برین)

scoundrel /ˈskaʊndrəl/ (n) an old-fashioned word meaning a person – usually a man – who is very bad to other people

sea-chest /siː tʃest/ (n) a large box which seamen used to carry all their things when they joined a ship

shipmate /ˈʃɪpˌmeɪt/ (n) a sailor's shipmate is another person who works on the same ship.

skin /skɪn/ (n) (پێست)

spot /spɒt/ (n) a small, usually round, area of colour that is different from the colour around it; here, a piece of paper with a black mark that could be given by pirates to a shipmate to show that something bad would be done to him

stick /stɪk/ (n) (گۆچان، دار)

stroke /strəʊk/ (n) (سەکتە = medical term)

swearing /ˌsweərɪŋ ˈɪn/ (n) (جنێو = use of bad language)

sword /sɔː(r)d/ (n) (شمشێر)

tapping /ˈfəʊnˌtæpɪŋ/ (v) (بەئەسپایی پێداکێشان)

tattoos /tæˈtuːz/ (n) (خاڵی کوتراو)

telescope /ˈtelɪˌskəʊp/ (n) (تەلسکۆب)

The Admiral Benbow /ðiː ˈædm(ə)rəl benbəʊ/ (n) In Britain, inns, or small hotels, are often named after famous people or important local people. This inn is by the sea, and so it is named after an important sailor: an admiral is an officer who is in charge of a large number of fighting ships.

the devil /ðə ˈdev(ə)l/ (n) (شەیتان ، بەدکار)

warning /ˈwɔː(r)nɪŋ/ (n) (ئاگادارکردنەوە)

EPISODE 2

account /əˈkaʊnt/ (n) (حساب = as in ~ book)

banged /bæŋd/ (v) (نرمە)

bulk /bʌlk/ (n) largest part

cabin-boy /ˈkæbɪn bɔɪ/ (n) the name for a boy who used to work as a servant on a ship

candle /ˈkænd(ə)l/ (n) (مۆم)

eyebrows /ˈaɪˌbraʊz/ (n) (برۆ)

faint /feɪnt/ (v) (لەهۆش خۆچوون، بورانەوە)

folded /fəʊldɪd/ (v) (قەدکراو)

galloping /ˈgæləpɪŋ/ (v) (غارغارێن)

gentlemen /ˈdʒent(ə)lmen/ (n) men who are honest and think about others before themselves

grave /greɪv/ (n) (گۆڕ، مردوو)

gun /gʌn/ (n) (دەمانچە)

handle /ˈhænd(ə)l/ (n) (دەسک)

Hang it ... /hæŋ ɪt/ (exp) an old-fashioned, informal expression used to show you are annoyed

in case /ɪn keɪs/ (phr) (**ئەگەر** = because of the possibility of something happening / being needed, etc)

latitude /ˈlætɪˌtjuːd/ (n) (**هێڵی پانی**)

longitude /ˈlɒŋgɪˌtjuːd/ (n) (**هێڵی درێژی**)

nearby /ˌnɪə(r)ˈbaɪ/ (adj/adv) (**نزیك**)

pipes /paɪps/ (n) (**سەبیل** = for smoking)

pirate /ˈpaɪrət/ (n) (**چەتەی دەریا**)

pistols /ˈpɪst(ə)ls/ (n) (**دەمانچە**)

sails /seɪlz/ (n) (**چارۆکە** = ~ on an old-fashioned ship))

screamed /skriːmd/ (v) (**قیژاندی**)

sir /sɜː(r)/ (n) a formal way of addressing a man when you speak to him

spy-glass /ˈspaɪˌglɑːs/ (n) an old-fashioned word for telescope – see Key words, Episode 1.

squire /ˈskwaɪə(r)/ (n) the traditional name for the important man who used to own most of the land in the area of an English village

string /strɪŋ/ (n) (**ملوانکە**)

the Hall /ðə hɔːl/ (n) A traditional name for a big house that was owned by a very important person in the local area

very /ˈveri/ (adj) use of this word meaning 'at the farthest point': here, at the lowest place in the chest

Very well. /ˈveri wel/ (exp) formal phrase meaning 'All right, I agree.'

voyage /ˈvɔɪɪdʒ/ (n) (**گەشتی دەریایی**)

whistle /ˈwɪs(ə)l/ (n) (**فیکە**)

EPISODE 3

aboard /əˈbɔː(r)d/ (adj/adv) (**بۆ سەرکەشتی** – cf on board, below)

below /bɪˈləʊ/ (adv/prep) (**لەخوارەوە**)

Bravo! /ˌbrɑːˈvəʊ/ (exclam) (**ئافەرین**)

cabin /ˈkæbɪn/ (n) bedroom on a ship

called away /kɔːld əˈweɪ/ (v) (**پەیامێکی نارد** = sent a message to go somewhere)

crutch /krʌtʃ/ (n) (**دارشەق**)

docks /dɒks/ (n) (**شوێنی وەستان و بارکردن**)

empty-handed /ˌempti ˈhændɪd/ (adj/adv) (**دەست بەتاڵ**)

garrison /ˈgærɪs(ə)n/ (n) (**قشلە،قەلا**)

gun powder /ˈgʌnˌpaʊdə(r)/ (n) (**باروت**)

inn-keeper /ɪnˈkiːpə(r)/ (n) (**خاوەنی خان** = person who runs an inn)

mutiny /ˈmjuːtəni/ (n) (**یاخی بوون**)

on board /ɒn bɔː(r)d/ (adj/adv) (**لەسەر کەشتی** – cf aboard, above)

P.S. /ˌpiː ˈes/ (n) used when you want to add extra information at the end of a letter or email

quays /kiːz/ (n) (**سەکۆی بەندەر**)

rigging /ˈrɪgɪŋ/ (n) (**گوریس و زنجیر** = the ropes which support and control a sailing ship's sails)

sealed orders /siːld ˈɔː(r)də(r)z/ (n) secret orders that are closed and not allowed to be read until a later date

shame /ʃeɪm/ (n) (**شەرمەزاری**) = a great pity, sth to be regretted)

ship's mate /ʃɪps meɪt/ (n) an officer on a ship See also first mate – Key words, Episode 1.

short and sweet /ʃɔː(r)t ən swiːt/ (exp) very direct and very clear

stern /stɜː(r)n/ (n) (**دواوەی کەشتی** = back end of a ship)

EPISODE 4

anchor /ˈæŋkə(r)/ (n) (**لەنگەر**)

barrel /ˈbærəl/ (n) (**بەرمیل**)

bow(s) /baʊ(z)/ (n) (**قولف**)

but their shirts /bət ðeə(r) ʃɜː(r)ts/ (exp) (have nothing left) apart from the clothes one is wearing

cage /keɪdʒ/ (n) (**قەفەز**)

capstan-bars /ˈkæpstən bɑː(r)z/ (n) ((**خلخلۆکەی بەرزکردنەوەی لەنگەر** – capstan = a vertical cylinder turned by pushing on bars around it to move a heavy weight at the end of a rope – esp a ship's anchor)

corrupted /kəˈrʌpted/ (v) (**خراپ کرد**)

coxswain /ˈkɒksweɪn/ (n) a junior ship's officer

deck /dek/ (n) (**رووی کەشتی**)

galley /ˈgæli/ (**مەتبەخ** – kitchen on a ship or plane)

gentle /ˈdʒent(ə)l/ (adj) (**لەسەرخۆ**)

gentlemen of fortune /ˈdʒent(ə)lmen əv ˈfɔː(r)tʃən/ (n) men looking for a way to make a lot of money, perhaps through doing something dangerous

hardly any /ˈhɑː(r)dli ˈeni/ (exp) almost no

Land ho! /Lænd həʊ/ (exclam) traditional words shouted when sailors first see land

pieces of eight /piːsɪz əv eɪt/ gold coins that were used long ago

EPISODE 5

ashore /əˈʃɔː(r)/ (adj/adv) (**کەناری دەریا** – cf on shore below)

bear /beə(r)/ (n) (**ورچ**)

berries /ˈberiz/ (n) (**توو**)

cannon /ˈkænən/ (n) (**تۆپ**)

carelessly /ˈkeə(r)ləsli/ (adv) opposite of carefully

fear /fɪə(r)/ (n) (**ترس**)

grumbling /ˈɡrʌmblɪŋ/ (v) (**بۆڵەبۆڵ کردن**)

lad /læd/ (n) informal word for boy

lonely /ˈləʊnli/ (adj) (**چۆڵ،بێ کەس**)

made good time /meɪd ɡʊd taɪm/ (exp) gone at a good speed

marooned /məˈruːnd/ (v) (**جێهێڵراو**)

on shore /ˈɒnˌʃɔː(r)/ (exp) (**کەناردەریا** – cf ashore above)

passage /ˈpæsɪdʒ/ (n) (**ڕاڕەو**)

pickaxe /ˈpɪkˌæks/ (n) (**پاچ ، قولنگ**)

shore /ʃɔː(r)/ (n) land along the edge of the sea, a lake or a wide river

swamp /swɒmp/ (n) (**زەلکاو**)

spade /speɪd/ (n) (**بێڵ ، خاکەناس**)

starvation /stɑː(r)ˈveɪʃ(ə)n/ (n) (**برسێتی**)

waist /weɪst/ (n) (**کەمەر، ناوقەد**)

were /wɜː/ (v) ungrammatical, uneducated form used instead of was

winked /wɪŋkt/ (v) (**چاوداگرتن**)

EPISODE 6

anyway /ˈeniˌweɪ/ (adv) (**هەرچۆنێك بێت**)

bleeding /ˈbliːdɪŋ/ (v) (**خوێن بەربوون**)

branch /brɑːntʃ/ (n) (**لق** = a tree ~)

brandy /ˈbrændi/ (n) (**براندی**) A strong alcoholic drink which is produced from grapes

deserted /dɪˈzɜː(r)tɪd/ (v) (**جێهێشتن**)

effort /ˈefə(r)t/ (n) (**هەوڵ، تەقەلا**)

fair trial /feə(r) ˈtraɪəl/ (exp) a chance to be heard in court and possibly allowed to go free even for someone who seems to have done terrible things

irons /ˈaɪə(r)ns/ (n) (**کەلەپچە** = chains and iron pieces around ankles and/or wrists of a prisoner)

kissed /kɪst/ (v) (**ماچی کرد**)

log-house /ˈlɒɡ ˌhaʊs/ (n) (**خانووی دار**)

low tide /ləʊ taɪd/ (exp) (**داکشان (~ ئاستی دەریا)**)

mast /mɑːst/ (n) (**دارئاڵا**)

muskets /ˈmʌskɪts/ (n) (**چەك**)

pain /peɪn/ (n) (**ئازار**)

rowed /rəʊd/ (v) (**سەوڵ لێدان** = ~ a boat)

shot /ʃɒt/ (n) (**تەقە** = a musket ~)

slept like a log /Slept laɪk ə lɒɡ/ (exp) slept very deeply, with no movement – like a piece of wood.

spring /sprɪŋ/ (n) (**کانی** = source of fresh water from the ground)

stockade /stɒˈkeɪd/ (n) (**سەنگەر**)

trusted /trʌstɪd/ (v) (**متمانە کردن**)

EPISODE 7

beach /biːtʃ/ (v) (**لێخوڕین** = sail the ship onto the beach)

booms /buːms/ (n) (**ستوونی چارۆکە** = long wooden poles going out horizontally from the mast that hold a sail in position and that can move from side to side)

'But one man of her crew alive, / What put to sea with seventy-five.' 'Only one man of the ship's crew was left alive out of a total number of seventy-five at the start of the voyage.' Note the uneducated use of What instead of Which or That.

exhausted /ɪɡˈzɔːstɪd/ (v) (**شەکەت، ماندوو**)

paddle /ˈpæd(ə)l/ (n) (**سەوڵ** = smaller than an oar, used also in a canoe)

raisins /ˈreɪz(ə)nz/ (n) (**مێوژ**)

reckless /ˈrekləs/ (adj) (**سەرکێش، بێ باك**)

torch /tɔː(r)tʃ/ (n) (**مەشخەڵ** = a burning torch)

Who goes there? /huː ɡəʊz ðeə(r)/ (exp) traditionally said by guards, especially at night, when they heard someone or something coming close

EPISODE 8

compass bearing /ˈkʌmpəs ˈbeərɪŋ/ (exp) direction, e.g. north, south-east

cowardly /ˈkaʊə(r)dli/ (adj) (**نامەردانە،ترسنۆکانە**)

deposed /dɪˈpəʊzd/ (v) (**لەکارخستن، لابردن**)

dig /dɪɡ/ (v) (**چاڵ هەڵکەندن**)

for all I know /fə(r) ɔːl aɪ nəʊ/ (exp) I guess, from everything that I know about the matter

hold a council /həʊld ə ˈkaʊns(ə)l/ (exp) have a meeting

hostage /ˈhɒstɪdʒ/ (n) (**بارمتە**)

in case /ɪn keɪs/ (exp) because of the possibility that

in the meantime, /ɪn ðə ˈmiːnˌtaɪm/ (exp) (**لەوکاتەدا**)

make a bargain /meɪk ə ˈbɑː(r)ɡɪn/ (exp) come to an agreement

pile /paɪl/ (n) (**کۆمەڵ**)

retired /rɪˈtaɪə(r)d/ (v) (**خانەنشین بووە**)

REFERENCE SECTION

1 UNDERSTANDING WORDS

سەرەتا

کاتێك وشەیەکی نوێ دەبینیت،دەست بەجێ پرسیار لە مامۆستاکەت یاخود سەیری فەرهەنگەکەت مەکە.زۆرجار بۆ خۆت دەتوانیت واتای وشەکە بدۆزیتەوە.بیر لەمانە بکەرەوە:

- وشە جیهانیییەکان (بۆ نمونە: *pizza, hotel, computer)* *;(sandwich,*
- زانینی واتای وشەکان لە ڕێگەی دەقەکەوە (بۆ نمونە:

in 'The work was really *strenuous*, so everybody was really tired by the end of the day' the word *strenuous* must mean something like *hard*)

- دروست بوونی وشە بە هۆی پێشگر و پاشگرەوە (بۆ نمونە:

happy > *un*happy; appear > appear*ance*).

ئەمانەی خوارەوە چەند نمونەیەکن کە پێشتر بینیوتن،لە داهاتووشدا نمونەی زیاتر دەبینیت.

PREFIXES پێشگر

- ئەو پێشگرانەی واتای پێچەوانە دەگەیەنن:

پێشگر	ماناکەی	نمونە
dis-	opposite	agree > disagree
im-	opposite	possible > impossible
in	opposite	complete > incomplete
un-	opposite	productive > unproductive

- ئەو پێشگرانەی چەند واتایەك دەگەیەنن:

پێشگر	ماناکەی	نمونە
co-	with, together	operate > cooperate
im-	in, into	migrant > immigrant
inter-	between, together, from one to another	active > interactive
kilo-	thousand	metre > kilometre
micro-	very small	finance > microfinance
pre-	before	exist > pre-exist
re-	again	use > reuse
tele-	over a long distance	communications > telecommunications
trans	across	Atlantic > trans-Atlantic

SUFFIXES پاشگر

- پاشگر بۆ دروستکردنی خێزانە وشە:

زۆر وشە هەن شێوەی ڕێزمانی جیاوازیان هەیە بەهۆی پاشگرەکانیانەوە، بۆ نمونە:

کار	ناو (کەس)	ناو (شێوەی تر)
build	builder	building

کار	ئاوەڵناو	ئاوەڵکار
save	safe	safely

- هەندێك پاشگری دیکە:

کار	پاشگر +	ناو >
suit	-able	suitable
appear	-ance	appearance
act	-tion	action
inform	-ation	information
teach	-er/-or	teacher
invent	-or	inventor
feel	-ing	feeling

ناو / کار	پاشگر +	ئاوەڵناو >
nation	-al	national
frighten	-ed	frightened
east	-ern	eastern
success	-ful	successful
graph	-ic	graphic
interest	-ing	interesting
act	-ive	active
use	-less	useless
friend	-ly	friendly
triangle	-ular	triangular
cloud	-y	cloudy

ئاوەڵناو	پاشگر +	ناو >
free	-dom	freedom
electric	-ian	electrician
similar	-(i)ty	similarity
special	-ize/-ise	specialize

ئاوەڵناو	پاشگر +	ئاوەڵکار >
quick	-ly	quickly
happy	-ily	happily
terrible	-y	terribly
dramatic	-ally	dramatically

2 COLLECTING VOCABULARY

ئێستا لیستێك وشەت نووسیوە بۆ فێربوون، باشتر وایە ئەو وشانە بکەیت بە گروپ.گروپی سادەی جۆراوجۆر هەیە وەك:ڕۆژەکانی هەفتە، هەروەها دەتوانرێت گروپەکان بەیەکەوە ڕێك بخرێن بەچەند ڕێگایەکی دیکە.

- وێنە و هێڵکاریەکان

دەتوانیت وێنەی گۆڤارەکان ببڕیت و هەڵیان بواسیت.دەتوانیت ئەمە بکەیت لە گەڵ جل و بەرگ و خوراردەمەنیشدا.

ئامرازەکانی پەیوەندی جووڵە

- **Preposition + word/phrase**

دەتوانیت گروپەکان فێرببیت بەم شێوەیە:

*We went **by bike / by car / by bus / by plane.***
*We arrived **at 2.00 in the afternoon on Monday.***

- **Word (noun/adjective) + preposition**

دەتوانرێت ئەم وشانە بن بە ناو یاخود ئاوەڵناو. دەتوانیت بیانکەیت بە گرووپ بەم شێوەیە:

*I love the **sound** of music.*
*We must find an **answer** to the problem.*

*She's **angry with** you.*
*He's **frightened** of her.*

- **Two-part 'phrasal' verbs**

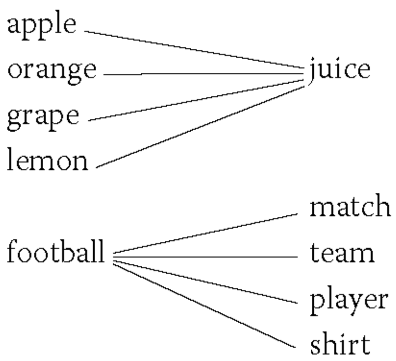
هەروەها دەتوانیت ئەمانەش بە گرووپ رێك بخەیت:

*Prices are **going up.***
*The temperature is **going down.***

***Take out** the old CD.*
***Put in** the new one.*

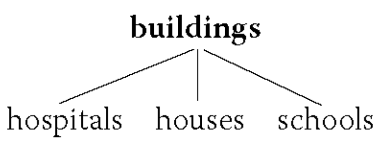
- **Word pairs**

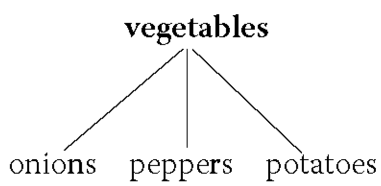
دەتوانیت ئەو جووتە وشانە کۆبکەیتەوە کە بەیەکەوە بەکاردەهێنرێن.دەتوانیت بەم شێوەیە کۆیان بکەیتەوە:



- **Superordinates or 'umbrella' words**

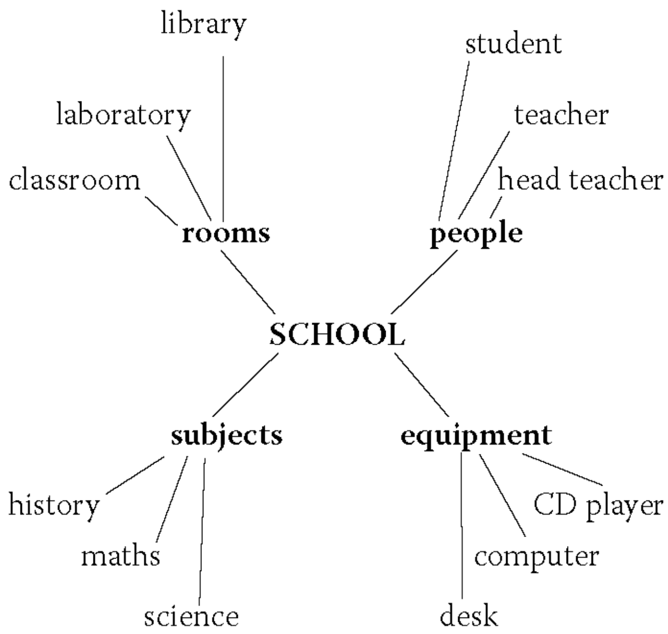
دەتوانیت کۆمەڵێك وشە لە ژێر یەك وشەدا کۆبکەیتەوە کە وەسفی هەموو گروپەکە دەکات.





7 Networks تۆڕەکان

دەتوانیت شێوازی تۆڕەکان بەکاربهێنیت بۆ کۆکردنەوەی گروپە گەورەکانی هەمان بوار.



3 PHONETICS

لە بەشەکانی(Language Focus) ی هەر یەکەیەکدا، لە لیستی وشەکاندا چۆنیەتی خوێندنەوەی وشەکانی تێدایە بۆ نیشاندانی دەنگی راست و دروستی وشەکان.ئەمانەی خوارەوە دەنگی ئەو هێمایانەن.

Consonants **نەبزوێنەکان**

p	**p**ress	ʒ	mea**s**ure	b	**b**ag
h	**h**ot	t	**t**ime	x	lo**ch**
d	car**d**	tʃ	**ch**air	k	**c**an
dʒ	**j**am	g	do**g**	m	**m**ore
f	sta**ff**	n	s**n**ow	v	**v**ote
ŋ	si**ng**	θ	**th**in	w	**w**ater
ð	**th**at	r	**r**ing	s	**s**it
l	sma**ll**	z	**z**ebra	j	**y**ou
ʃ	**sh**ine				

Vowels and diphthongs **بزوێن و جووتە بزوێنەکان**

ɪ	b**i**t	ɔː	c**au**ght	e	b**e**d
uː	b**oo**t	æ	b**a**d	ɜː	b**ir**d
ɒ	h**o**t	eɪ	b**ay**	ʌ	c**u**t
aɪ	b**uy**	ʊ	b**oo**k	ɔɪ	b**oy**
ə	**a**bout	əʊ	g**o**	i	prett**y**
aʊ	n**ow**	u	ann**u**al	ʊə	c**ure**
iː	b**ee**	eə	h**air**	ɑː	f**a**ther
ɪə	h**ear**				

4 PUNCTUATION

کاتێك دەخوێنینەوە تەنها وشەکان بەس نین،بەڵکو پێویستمان بە کۆمەڵێك وشە دەبێت کە بەیەکەوە کاردەکەن.
خاڵبەندی ئەو گروپانە دروست دەکات،لەبەر ئەوە نووسینی باش پێویستی بەخاڵبەندی باش هەیە.

The punctuation marks هێماکانی خاڵبەندی

	بەکارهێنانەکان	نمونەکان
Capital letter (A, B, C, etc)	* یەکەم پیت لە رستەدا	This is your book.
	* یەکەم پیت لە ناوی شوێنەکان،نەتەوکان،رێکخراوەکان، هتد	Erbil, Kurdistan, the United Nations
	* ناونیشانی کتێب / فیلم / پرۆگرامی تەلەفزیۆنی، هتد	Star Wars
	* بۆ کورتکراوەکان	the UN, UNESCO
Full stop (.)	* لە کۆتایی رستەدا	This is your book.
	*(هەندێك جار) لە پاش کورتکراوەکان	The U.N., Mr. Roberts, 1st. Nov.
	* لە دیاریکردنی بڕی پارەدا	€2.50 (read: two Euros fifty)
	* لە کەرتە دەییەکاندا	10.12 (read: ten point one two)
	*لە ناونیشانی ئیمەیڵ و ماڵپەڕەکاندا	esmith.aol.org (For more on email and website addresses, see below.)
Question mark (?)	*پاش پرسیاری راستەوخۆ	Did you see it?
Exclamation mark (!)	* بۆ دەربڕنی حاڵەتی سەرسوڕمان،هتد	That's fantastic!
Comma (,)	* لە نێوان شتەکانی ناو لیستێکدا	Get a pen, a pencil, a book and some paper. He got up, turned round, looked and then laughed.
	* بۆ لەتکردنی رستەیەکی درێژ (هەریەکێکیان دەبێت فرمانی سەرەکی هەبێت)	We looked all over the house, but we couldn't find it anywhere.
	*بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستە	Erbil, a very ancient city, is the capital of Kurdistan.
	* لە پاش یان لە پێش ناو	Azad, let's go. Let's go, Azad.
	* لەپێش کلکە پرسیاردا	He's finished, hasn't he?
Apostrophe (')	* بۆ نیشاندانی پیتی ونبوو	You'll do it, won't you?
	* بۆ نیشاندانی خاوەندارێتی **تێبینی**: لەگەڵ s ەکانی کۆتایی **تێبینی** it has/it is = it's بۆ خاوەندارێتی نیە	This is Haval's bike. James' bike, the boys' bikes It's a beautiful baby. Have you decided its name?
Colon (:)	*بۆ ناساندنی بەشێك یاخود لیستێك	Section 3: Things to bring: pan, oil, burgers, bread, etc
Semi-colon (;)	* بۆ جیاکردنەوەی دووبەشی رستەیەك – زیاتر لە بۆشایی کۆما	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	*بۆ بەیەکەوە بەستنی دوو وشە	It's a well-made machine. They're in the living-room.
	* بۆ لەتکردنی وشەیەك لە کۆتایی دێڕێکدا	I've heard about the beautiful mountains in the north.
Dash (–)	* بۆ جیاکردنەوەی بەشەکانی رستە	The pen – mine, not yours – was on the sofa.
	*بە مانای(to– بۆ)	The Erbil–London flight
Quotation marks (' ')	* بۆ دیاریکردنی وتەیەك لە ناو دەقدا	'We can win!' he shouted.
	* بۆ دیاریکردنی ئەو وشانەی نمونە ، یان دەربڕینی تایبەتن	Write a daily 'to do' list.
	* بۆ دیاریکردنی ئەو وشانەی کەمانای دیکەیان هەیە	Soon after, they 'bought' the island … (real meaning: stole)
Brackets ( )	* بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستەیەکدا	Peter Davies (1926–2003) was born in North London and went to school at ...
	* بۆ نیشاندانی سەرچاوەکان لە بابەتی پەیوەندیداردا	Work out a good diet. (For more details see Unit 3.)
Dots (...)	* بۆ نیشاندانی وەستان لە کاتی قسەکردندا	The Mayor is here ... and he is being welcomed.
	* بۆ نیشاندانی ئەوەی کە هەندێك وشە لابراوە	She is anxious about the tests, whereas ...
(Forward) slash (/)	* لەکاتی بەکارهێنانی جێگرەوەی وشەیەکدا	I've been there once/twice.
	* لەگەڵ ناونیشانی ماڵپەڕەکاندا	www.bbc.co.uk/news (For more on email and website addresses, see below.)

Punctuation in email and website addresses

We often read out these addresses, eg on the phone, so it is important to be able to understand and say the words for these punctuation marks.

email: peter_smith56@bt.org.uk
'lower case p-e-t-e-r underscore s-m-i-t-h digit five-six at b-t dot o-r-g dot u-k'

website: www.Twitter.com/dee_elkin
'w-w-w dot upper case T lower case w-i-t-t-e-r dot c-o-m forward slash d-e-e underscore e-l-k-i-n

Note: upper case = capital letter lower case = small letter

5 GRAMMAR

- بەشەکانی ئاخاوتن   Parts of speech

لە بەشەکانی (Language Focus) ی هەر یەکەیەکدا لەگەڵ لیستی وشەکاندا بەشەکانی ئاخاوتن و هەندێك زاراوەی تر دیاری کراون.بۆ ئاسانکردنی شیکردنەوەی وشە نوێیەکان ئەم کورتکراوانە بەکارهێنراون.

بەشەکانی ئاخاوتن	شێوەی تەواو	کوردی	نمونە
adj	adjective	ئاوەڵناو	easy, warm
adv	adverb	ئاوەڵکار	easily, often
conj	conjunction	ئامرازی لێکدەر	and, because
det	determiner	ئامرازی نیشاندەر	the, some
n	noun	ناو	room, information
prep	preposition	ئامرازی پەیوەندی	in, into
pron	pronoun	جێناو	him, himself
v	verb	کار – فرمان	get, get up

هەندێك زاراوەی دیکە	شێوەی تەواو	کوردی	نمونە
abb	abbreviation	کورتکراوە	p.m., PS
exp	expression	دەربڕین	Good to meet you!
phr	phrase	دەستەواژە	local time, lose control

- هەندێك زاراوەی دیکە کە لە وەسفکردنی زماندا بەکاردەهێنرێن

لە *Sunrise* دا لە بەشەکانی (Language Focus) ی هەر یەکەیەکدا هەندێك زاراوەی تر بەکارهێنراون.

Tense کاتی کردار	کوردی	کاتی کردار	کوردی
present continuous	رانەبردووی بەردەوام	past simple	رابردووی سادە
present simple	رانەبردووی سادە	past continuous	رابردووی بەردەوام
present perfect	رانەبردووی تەواو	past perfect	رابردووی تەواو
present perfect continuous	رانەبردووی تەواوی بەردەوام	future continuous	داهاتووی بەردەوام

هەندێك زاراوەی ڕێزمانی دیکە

active	بکەر دیار	passive	بکەر نادیار
prefix	پێشگر	suffix	پاشگر
regular	یاسایی	irregular	نا یاسایی
sentence	رستە	paragraph	پەرەگراف
singular	تاك	plural	کۆ
subject	بکەر	object	بەرکار
conditional sentence	رستەی مەرجی	relative clause	نیمچە رستەی پەیوەندی
countable noun	ناوی ژمێردراو	uncountable noun	ناوی نەژمێردراو
direct object	بەرکاری راستەوخۆ	indirect object	بەرکاری ناڕاستەوخۆ
modal verb	کاری مۆداڵ	phrasal verb	دەستەواژەی کاری
possessive adjective	ئاوەڵناوی خاوەندارێتی	possessive pronoun	جێناوی خاوەندارێتی
subject pronoun	جێناوی بکەر	reflexive pronoun	جێناوی خۆیەتی
object pronoun	جێناوی بەرکار	relative pronoun	جێناوی لێکدەر

6 LANGUAGE FOR COMMUNICATION

LANGUAGE FOR SPEAKING زمانی قسەکردن

1 Language for learning زمانی فێربوون

I'm sorry. I didn't hear that.
I'm sorry. I didn't understand that.
Could you spell that, please?
Could you say that again, please?
Could you play the CD again, please?
How do you pronounce ... , please?
How do you pronounce this word, please?
Excuse me, but what does ... mean, please?
Excuse me, but does ... mean ...?

2 Language for discussion زمانی گفتوگۆکردن

(See also Language for writing below: we may use any of these connectors, especially in formal discussion.)

1 دەربڕینی ڕا لەگەڵ هۆ
I (don't) think ... because ...
My favourite is ... . That's because ...
In my opinion, …

2 پێدانی نمونە
For example, ... For instance, ...
To give an example, ... As one example, ...
Take the case of ... Think of the case of ...

3 پێدان و وەرگرتنی ڕوونکردنەوە
So are you saying that ...?
In other words, I mean that ...

4 ڕازی بوون
I (completely) agree.
I think so, too. / So do I.
I don't think so either. / Neither (Nor) do I.

5 ڕازی نەبوون
I'm not sure.
I partly agree with that, but ...
I'm sorry, but I disagree / don't agree.

6 دەربڕینی ڕای جیاواز
I think ... I don't think ...

7 هاندانی کەسانی تر بۆ قسەکردن
Tell me about ... / more / all about it.
Can I ask about ...?
What happened then?
So what did you do?

8 ئارەزوو دەربڕین
Really!
That's great / amazing / terrible!
That's really interesting.
Tell me more.

3 Language for life زمانی ژیانی ڕۆژانە

1 بەکارهێنانی تەلەفۆن
Hello. (7-double-8-3-treble-6.)
Could I speak to ...?
Wait a moment, please.
(Name), it's for you.

2 پێدانی ڕێنمایی
First, you have to check in your luggage.
Then you need to show your passport.
After that, you go to the Departures Hall.

3 نیشاندانی ئاڕاستەکانی شەقام
Go (straight) across this road.
Go (straight) along ... Street.
Turn left / right at the T-junction / shoe shop.
Take the second (turning on the) left / right.
Go past ...
Keep going / straight on along ... Street
Go over the roundabout / crossroads.
You'll find / see it on the left / right.
You'll see / find it opposite you.

LANGUAGE FOR WRITING: CONNECTORS
زمانی نووسین:لێکدەرەکان

1 ڕیزبەندی کردن
First, ... First of all, ... Secondly, ...
Thirdly, ... Finally, ...
For one thing, ... For another, ...

2 وەسفکردنی ڕووداوەکان
First, ... At first, ... Then ... Next, ...
After that, ... Finally, ... In the end, ...

3 زیادکرن
Again, ... also ... ... and ...
... as well as ... In addition, ...
In addition to ... ... , too. ... either.
What is more, ...

4 دەربڕینی جیاوازی
a ... but ... By contrast, ... However, ...
On the other hand, ... That said, ...
... whereas ...
b Although, ... Despite that, ...
Despite the fact that ... Though ...

5 دەربڕینی هۆ
... as ... ... because ... (This /That is because ...) ... due to (the fact that) ...
Since ...

6 دەربڕینی ئەنجام
As a result, ... Because of this / that, ...
... so ... Therefore, ...

7 دەربڕینی مەبەست
... (in order) to ... ... so as to ... ... so that ...

7 COMMON IRREGULAR VERBS

be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

8 WORD GROUPS AND ABBREVIATIONS

Days of the week

Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thur
Friday	Fri
Saturday	Sat
Sunday	Sun

Months of the year

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	Jun
July	Jul
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

Ordinal numbers

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th
sixth	6th
seventh	7th
eighth	8th
ninth	9th
tenth	10th
eleventh	11th
twelfth	12th
thirteenth	13th
fourteenth	14th
fifteenth	15th
sixteenth	16th
seventeenth	17th
eighteenth	18th
nineteenth	19th
twentieth	20th
twenty-first	21st
twenty-second	22nd
twenty-third	23rd …
hundredth	100th
hundred and first	101st …

Distance (Metric & American/British)

centimetre (cm)	inch ("/in)
metre (m)	foot ('/ft)
kilometre (km)	yard (yd)
	mile (m)

Speed (Metric & American/British)

kilometres per hour (kph)	miles per hour (mph)

Weight and volume (Metric only)

kilogram (kg)
litre (l)

Maths

\+ plus – minus = equals % per cent

Money

$ dollars (American)
£ pounds (British)
€ euros (European)

Latin abbreviations

a.m. (*ante meridiem* = up to midday)
p.m. (*post meridiem* = after midday)
e.g. (*exempli gratia* = for example)
etc. (*et cetera* = and other similar things)

Directions

north	N
east	E
south	S
west	W
north-east	NE
north-west	NW
south-east	SE
south-west	SW



Organizations

the High Commission for Erbil Citadel Revitalization	HCECR
the United Nations	UN
the United Nations Educational, Scientific and Cultural Organization	UNESCO

9 PLACES IN *SUNRISE 12*

Country or region	Unit	Adjective
Africa (southern ~) /'æfrɪkə ('sʌðə(r)n)/	4	African /'æfrɪkən/
Asia (SE/south-east ~) (Central ~) /'eɪʒə (ˌsaʊθ'i:st/ 'sentrəl)/	2	Asian
America /ə'merɪkə/	1	American/ə'merɪkən/
Antarctica /æn'tɑ:(r)ktɪkə/	7	Antarctic /æn'tɑ:(r)ktɪk/
Argentina /ɑ:(r)dʒenti:nə/	7	Argentinian /ɑ:(r)dʒent njən/
Australia /ɒ'streɪliə/	5	Australian /ɒ'streɪliən/
Bangladesh /bæŋglədeʃ/	7	Bangladeshi /bæŋglədeʃɪ/
Britain /'brɪt(ə)n/	6	British /'brɪtɪʃ/
California /Kælfɔ:(r)nɪə/	5	Californian /Kælfɔ:(r)nɪən/
Canada /kænædə/	5	Canadian /kə'neɪdiən/
Central America /sentrəl ə'merɪkə/	5	Central American /sentrəl ə'merɪkən/
China /'tʃaɪnə/	3	Chinese /ˌtʃaɪ'ni:z/
Egypt /i:dʒɪpt/	3	Egyptian /i:dʒɪpʃʌn/
England /ɪŋglʌnd/	3	English /'ɪŋglɪʃ/
Europe /'jʊərəp/	7	European /ˌjʊərə'pi:ən/
Germany /'dʒɜ:(r)məni/	7	German /'dʒɜ:(r)mən/
Guatemala /gwɑ:tə'mɑ:(r)ə/	5	Guatemalan /gwɑ:tə'mɑ:(r)ən/
India /'ɪndiə/	3	Indian /'ɪndiən/
Indonesia /ɪndəni:ʒə/	4	Indonesian /ɪndəni:ʒən/
Iran /ɪ'rɑ:n/	1	Iranian /ɪ'reɪnɪən/
Iraq /ɪ'rɑ:k/	4	Iraqi /ɪ'rɑ:ki/
Japan /dʒæ'pæn/	6	Japanese /ˌdʒæpə'ni:z/
Jordan /'dʒɔ:(r)dʌn/	7	Jordanian /dʒɔ:(r)deɪnɪən/
Kenya /kenjə/	5	Kenyan /kenjʌn/
Kurdistan /kɜ:(r)di'stɑ:n/	1	Kurdish /'kɜ:(r)dɪʃ/
Lebanon /lebənɒn/	7	Lebanese /ləbəni:z/
Mongolia /mɒŋ'gəʊlɪə/	3	Mongol/Mongolian /'mɒŋgʌl / mɒŋ'gəʊlɪən/
Namibia /nəm'ɪbɪə/	5	Namibian /nəm'ɪbɪən/
New Zealand /nju: zi:lʌnd/	7	New Zealand /nju: zi:lʌnd/
Nigeria /naɪ'dʒɪərɪə/	7	Nigerian /naɪ'dʒɪərɪən/
North America /nɔ:(r)θ ə'merɪkə/	7	North American /nɔ:(r)θ ə'merɪkən/
Oklahoma /əʊklɑ'həʊmə/	5	Oklahoman /əʊklɑ'həʊmən/
Persia /'pɜ:(r)ʃə/	3	Persian /'pɜ:(r)ʃ(ə)n/
Russia /'rʌʃə/	5	Russian /'rʌʃ(ə)n/
Saudi Arabia /saʊdi: æ'reɪbɪə/	8	Saudi Arabian /saʊdi: æ'reɪbɪən/
South America /saʊθ ə'merɪkə/	4	South American /saʊθ ə'merɪkən/
Sweden /'swi:dən/	7	Swedish /'swi:dɪʃ/
Switzerland /'swɪtzəlʌnd/	8	Swiss /swɪs/
Syria /'sɪrɪə/	7	Syrian /'sɪrɪən/
the Antarctic /ði: æn'tɑ:(r)ktɪk/	5	Antarctic /æn'tɑ:(r)ktɪk/
the Middle East /ðə mɪd(ə)l 'i:st/	2	Middle Eastern /mɪd(ə)l 'i:stə(r)n/
the Netherlands/Holland /ðə 'neðə(r)l(ʌ)nds/	Role play A	Dutch /dʌtʃ/
the Soviet Union /ðə səʊviət 'ju:njən/	7	Soviet, Russian /'səʊviət, 'rʌʃ(ə)n/
the UK /ðə ˌju: 'keɪ/	6	British /'brɪtɪʃ/
the USA /ðə ˌju: es 'eɪ/	6	American /ə'merɪkən/

Other places

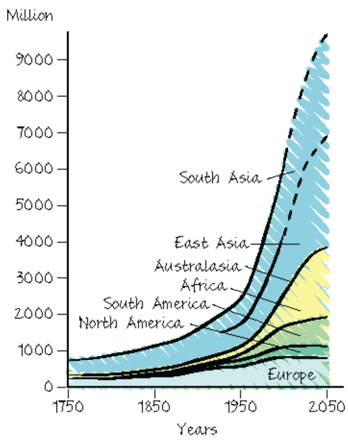
	Unit
Aswan (the High Aswan Dam) /æsʌn (ðə haɪ æsʌn dæm)/	7
Brooklyn /ˈbrʊklɪn/	1
Cairo /ˈkaɪrəʊ/	3
Central Park /ˈsentrəl pɑː(r)k/	1
Grand Central Train Station /grænd ˈsentrəl treɪn ˈsteɪʃ(ə)n/	1
Dila, Ethiopia /ˈdilæ, iːθiːəʊpiə/	Role play D
Earth /ɜː(r)θ/	5
JFK Airport /ˌdʒeɪ ef ˈkeɪ ˈeə(r)ˌpɔː(r)t/	1
Kolkata /ˈkolkətə/	7
La Guardia Airport /lɑ gwɑːdɪə ˈeə(r)ˌpɔː(r)t/	1
Liberty Island /ˈlɪbə(r)ti ˈaɪlənd/	1
London /lʌndən/	3
Manhattan /mænˈhæt(ə)n/	1
Mars /mɑː(r)z/	5
New Amsterdam /njuː æmstə(r) dæm/	1
New Jersey /njuː ˈdʒɜː(r)zi/	1
New York /njuː jɔː(r)k/	1
Queens /kwiːnz/	1
Staten Island /ˌstæt(ə)n ˈaɪlənd/	1
Stonehenge /ˌstəʊnˈhendʒ/	3
the Amundsen-Scott South Pole Station /ðiː ˈəmʌnds(ʌ)n ˈskɒt saʊθ pəʊl ˈsteɪʃ(ə)n/	7
the Atlantic (Ocean) /ðiː ətˌlæntɪk ˈəʊʃ(ə)n/	5
the Bronx /ðə ˈbrɒŋks/	1
the East River /ðiː iːst ˈrɪvə(r)/	1
the Empire State Building /ðiː ˈempaɪə(r) steɪt ˈbɪldɪŋ/	1
the Great Plains /ðə greɪt pleɪnz/	5
the Great Pyramid of Cheops /ðə greɪt ˈpɪrəmɪd əv kiːɒps/	3
the Hudson River /ðə ˈhʌdsʌn ˈrɪvə(r)/	1
the Pacific (Ocean) /ðə pəˈsɪfɪk ˈəʊʃ(ə)n/	5
the Silk Road /ðə sɪlk rəʊd/	3
the South Pole /ðə saʊθ pəʊl/	7
the Statue of Liberty /ðə ˈstætʃuː əv ˈlɪbə(r)ti/	1
Times Square /taɪmz skweə(r)/	1

10 CHARTS AND DIAGRAMS

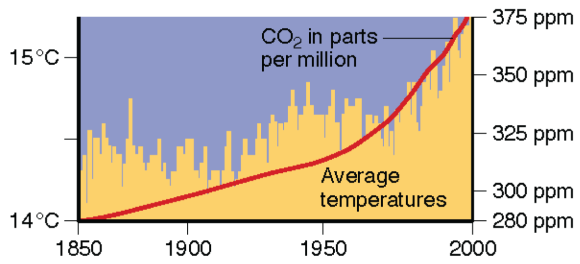
Time line

1885	1896	1908	1909	1929	the 1990s	recently	in 10 years
Benz sold …	Benz had …	Ford began …	the *Silver* …	Ford …	the problems …	hybrids …	perhaps I …

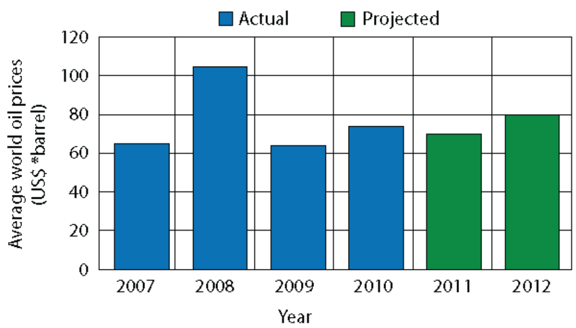
Line graph



Combined line graph and bar chart

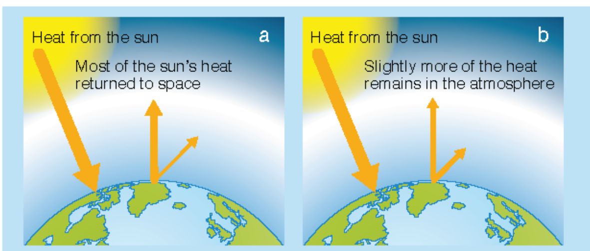


Bar chart



*1 barrel = 159 litres

Diagram of a process



11 DICTIONARY USAGE

Word class

Numbers for words with more than one entry

Pronunciation and stress

Countable or Uncountable

Words in red with 3 stars = the most common in English

Meanings numbered here and below

Example

Synonyms

Examples of ways in which the word is often used with other words

order[1] /'ɔ:də/ noun ★★★

1 arrangement	5 organized situation
2 request by customer	6 general situation
3 instruction	7 group of people
4 when law is followed	8 phrases

1 [C/U] the way in which a set of things is arranged or done so that it is clear which thing is first, second, third, etc: *Should I put the books **in alphabetical order**?*

2 [C] a request for something to be made for you or brought to you: *May I **take your order*** (= write down what you want to eat or drink)? *We have an **order for** six new ships.*

3 [C] an instruction that is given by someone in charge of others: *The Captain **gave the order** to start, and everyone moved.*

Fixed expressions

Different meanings numbered

PHRASES **in order to do something** so that something will happen (= for the purpose of): *I worked fast in order to finish early.*

out of order: 1 a machine or piece of equipment that is not working properly: *The printer is out of order, so we can't print a new copy.* **2** …

Transitive or Intransitive (taking or not taking an object)

Stress (ˈ primary and ˌ secondary in phrasal verbs)

Labels to show that a word is British or American, formal or informal, or is used in a special language area, e.g. *Medical*, *Business*

order[2] /'ɔ:də/ verb ★★★

1 [T] to tell someone to do something, in a way that shows you are in charge: *The police ordered the man to stop.*

2 [T/I] to ask for something to be brought to you or be made for you: *Would you like to order now? The company has ordered six new planes.*

3 [T] To put things in a special order: *The list of books is ordered alphabetically.*

PHRASAL VERB, **ˌorder someone aˈround** or **ˌorder someone aˈbout** *British* to keep telling someone what to do, in an annoying way

12 ALPHABTICAL WORDLIST

Word	Unit
access /ˈækses/ (v/n) مافی چوونە ناو	6
according to /əˈkɔː(r)dɪŋ ˌtuː/ (prep) بەگوێرەی	2
achieve /əˈtʃiːv/ (v) بەدەست هێنان	2
active /ˈæktɪv/ (adj/adv) چالاك	5
actual(ly) /ˈæktʃuəli/ (adj/adv) لەڕاستیدا	5
after all, /ˈɑːftə(r) ɔːl/ (exp) لەکۆتاییدا	7
agreement /əˈgriːmənt/ (n) ڕێکەوتن	7
aid /eɪd/ (v/n) کۆمەك	7
aim /eɪm/ (v/n) ئامانج	2
air ticket /eə(r) ˈtɪkɪt/ (n) بلیتی فڕۆکە	1
all along /ɔːl əˈlɒŋ/ (prep) هەمووکاتێ	3
anxious(ly)/ˈæŋkʃəs(lɪ)/(adj/adv) بێ ئارام،شپرزە	2
archaeological /ˌɑː(r)kiəˈlɒdʒɪk(ə)l/(adj) کۆن	3
archaeologist /ˌɑː(r)kiˈɒlədʒɪst/ (n) شوێنەوارناس	3
architecture /ˈɑː(r)kɪˌtektʃə(r)/ (n) تەلارسازی	3
argue /ˈɑː(r)gju/ (v) ئاخاوتن	7
arrange /əˈreɪndʒ/ (v) دیاریکردن ، دانان	1
as a result, /æz ə rɪˈzʌlt/ (phr) سەرئەنجام	3
as long as /əz lɒŋ əz/ (phr) هەتاوەکو ، ئەگەر	5
as one example, /æz wʌn ɪgˈzɑːmp(ə)l/(phr) وەك نمونەیەك	5
as well as /æz wel æz/ (phr) هەروەها	1
at all /ət ɔːl/ (phr) بەهیچ جۆرێك	7
atmospheric /ˌætməsˈferɪk/ (adj) تایبەت بەبەرگەهەوا	7
audience /ˈɔːdiəns/ (n) ئامادەبووان	4
available /əˈveɪləb(ə)l/ (adj) هەیە	6
avoid /əˈvɔɪd/ (v) خۆلادان	5
banking /ˈbæŋkɪŋ/ (n) کاری بانکی	1
bar chart /bɑː(r) tʃɑː(r)t/ (n) خشتەی قاڵبی لاکێشەیی	5
basic(ally)/ˈbeɪsɪk(li)/ (adj/adv) سەرەکی	5
bed cover /bed ˈkʌvə(r)/ (n) سەر جێگا	5
biology /baɪˈɒlədʒi/ (n) زیندەوەرزانی	2
blanket /ˈblæŋkɪt/ (n) بەتانی	1
block /blɒk/ (n) پارچەی گەورە	3
boarding pass /ˈbɔː(r)dɪŋ pɑːs/ (n) بلیتی سواربوون	1
borough /ˈbʌrə/ (n) ناوچەی خاوەن ئۆتۆنۆمی	1
bowl /bəʊl/ (n) ناوچەیەکی خڕ	5
Buddhism /ˈbʊdɪz(ə)m/ (n) ئاینی بوزی	3
burn out /bɜː(r)n aʊt/ (v) فەوتان	2
bury /ˈberi/ (v) شاردنەوە	3
bus stop /bʌs(s)tɒp/ (n) شوێنی وەستانی پاس	2
calendar /ˈkælɪndə(r)/ (n) ڕۆژژمێر	2
cable /ˈkeɪb(ə)l/ (n) کێبڵ	6
camel /ˈkæm(ə)l/ (n) حوشتر	3
can't help /kɑːnt help/ (v) ناتوانێت ئەوشتە نەکات	7
care (health) /keə(r)/ (v/n) بایەخ پێدان	7
carry out /ˈkæri aʊt/ (v) ئەنجام دان	2
carving /ˈkɑː(r)vɪŋ/ (n) هەڵکۆڵراو	3
case study /keɪs ˈstʌdi/ (n) لێکۆڵینەوەی کەشەسەندوو	2
cave /keɪv/ (n) ئەشکەوت	3
charity /ˈtʃærəti/ (n) خێر،چاکە	7
check in /tʃek ɪn/ (v) پشکنین	1
chemistry /ˈkemɪstri/ (n) زانستی کیمیا	2
Christianity /ˌkrɪstiˈænəti/ (n) ئاینی مەسیحی	3
circle /ˈsɜː(r)k(ə)l/ (v) بازنە	3
circular /ˈsɜː(r)kjʊlə(r)/ (adj) بازنەیی	3
citadel /ˈsɪtədel/ (n) قەڵات ، قەڵا	3
civilization /ˌsɪvəlaɪˈzeɪʃ(ə)n/ (n) شارستانیەت	3
close up /kləʊs ʌp/ (adj/adv) لە نزیکەوە	1
coin /kɔɪn/ (n) پارەی ئاسن	3
college /ˈkɒlɪdʒ/ (n) کۆلێژ	3
coming /ˈkʌmɪŋ/ (adj) ئایندە ،داهاتوو	7
commission (UN ~) /kəˈmɪʃ(ə)n/ (n) لیژنە	3

complete /kəm'pli:t/ (v/adj) تەواوکردن 2

conclusion /kən'klu:ʒ(ə)n/ (n) دەرئەنجام 8

conference /'kɒnf(ə)rəns/ (n) کۆنگرە 1

confirm /kən'fɜ:(r)m/ (v) دووپاتکردنەوە 8

conservation /ˌkɒnsə(r)'veɪʃ(ə)n/ (n) پارێزگاری ،پاراستن 3

contain /kən'teɪn/ (v) دەگرێتەخۆ 5

container /kən'teɪnə(r)/ (n) کۆنتەینەر 5

continuous(ly) /kən'tɪnjʊəs(li)/ (adj/adv) بەبەردەوامی 3

cooperate /kəʊ'ɒpəreɪt/ (v) هاوکاری کردن 4

cooperation /kəʊˌɒpə'reɪʃ(ə)n/ (n) هاوکاری 4

cooperative(ly) /kəʊ'ɒp(ə)rətɪv(li)/ (adj/adv) هاوکار 7

corn /kɔ:(r)n/ (n) دانەوێڵە 5

craft /krɑ:ft/ (n) پیشە 3

crime /kraɪm/ (n) تاوان 1

crisis /'kraɪsɪs/ (n) قەیران 5

cubic kilometre (km³) // ('kju:bɪk kɪ'lɒmɪtə(r)) کیلۆمەتر سێجا AB 5

cubic metre (m³) /'kju:bɪk 'mi:tə(r)/ (phr) مەتر سێجا 3

cure /kjʊə(r)/ (v/n) چارەسەر (~ کردن) 7

customer /'kʌstəmə(r)/ (n) کڕیار 6

customs /'kʌstəmz/ (n) خاڵی پشکنین 1

deadline /'dedˌlaɪn/ (n) دوامۆڵەت 2

decade /'dekeɪd/ (n) دەیە ، دەساڵ 6

debt /det/ (n) قەرز 7

delicious /dɪ'lɪʃəs/ (adj) خۆش ،بەتام 3

department /dɪ'pɑ:(r)tmənt/ (n) بەش 5

departure lounge /dɪ'pɑ:(r)tʃə(r) laʊndʒ/ (n) ڕاڕەوی جێهێشتن 1

designer /dɪ'zaɪnə(r)/ (n) نەخشەکێش 6

despite that, /dɪ'spaɪt ðæt/ (exp) لەگەڵ ئەوەشدا 7

despite the fact that /dɪ'spaɪt ðə fækt ðæt/ (exp) سەرەڕای ئەو ڕاستیەش 7

detailed /'di:teɪld/ (adj) دوور و درێژ 3

diameter /daɪ'æmɪtə(r)/ (n) تیرە 3

digital(ly) /'dɪdʒɪt(ə)l(li)/ (adj/adv) ژمارەیی 6

dimension /daɪ'menʃ(ə)n/ (n) دووری 3

disagree /ˌdɪsə'gri:/ (v) ڕێك نەکەوتن ، ناڕازی 7

disagreement /ˌdɪsə'gri:mənt/ (n) ناکۆکی 7

disaster /dɪ'zɑ:stə(r)/ (n) کارەسات 5

discuss /dɪ'skʌs/ (v) گفتوگۆ 4

district /'dɪstrɪkt/ (n) ناوچە 1

document /'dɒkjʊmənt/ (n) بەڵگەنامە 2

draft /drɑ:ft/ (n/v) ڕەش نووس 2

dramatic(ally) /drə'mætɪkli/ (adj/adv) سەرنج ڕاکێش 3

drought /draʊt/ (n) وشکە ساڵی 5

economics /ˌi:kə'nɒmɪks/ (n) ئابووری ناسی 2

educational /ˌedjʊ'keɪʃ(ə)nəl/ (adj) پەروەردەیی 3

efficient(ly) /ɪ'fɪʃ(ə)ntli/ (adj/adv) لێهاتووانە 2

eighth (an ~) /eɪtθ/(n) هەشت یەك 5

emotional(ly) /ɪ'məʊʃ(ə)nəl(li)/ (adj/adv) سۆزداری 6

encourage /ɪn'kʌrɪdʒ/ (v) هاندان 4

exchange student /ɪks'tʃeɪndʒ 'stju:d(ə)nt/(n) ئاڵوگۆڕکردنی قوتابی 3

exhibit /ɪg'zɪbɪt/ (v/n) پیشاندان 3

exhibition /ˌeksɪ'bɪʃ(ə)n/ (n) پێشانگا 3

exist /ɪg'zɪst/ (v) هەبوون 6

exploration /ˌeksplə'reɪʃ(ə)n/ (n) دۆزینەوە 7

export /'ekspɔ:(r)t/ (v/n) هەناردە کردن 8

facility /fə'sɪləti/ (n) ئاسانکاری 4

fall to pieces /fɔ:l tə pi:sɪz/ (exp) پارچە پارچە دەبێت 3

fan chart /Fæn tʃɑ:(r)t/ (n) خشتەی پەروانەیی 5

farmland /'fɑ:(r)mˌlænd/ (n) زەوی کشتوکاڵی 5

fashion /'fæʃ(ə)n/ (n) مۆدەی جل و بەرگ 1

fax machine /Fæks mə'ʃi:n/ (n) ئامێری فاکس 6

feed /fi:d/ (v) بەخێوکردن 5

fibre /'faɪbə(r)/ (n) ڕیشاڵ، فایبەر 6

fibre optics /faɪbə(r) 'ɒptɪks/ (n) فایبەر ئۆپتیك 6